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ABSTRACT

In 1992, the state legislature in California voted to increase community college fees from $5 to $10 per unit, and to increase fees for students with bachelor's degree from $10 to $50 per unit. To better understand the fiscal, access, and equity issues associated with increased fees and declining enrollments in the San Diego Community College District (SDCCD), two research activities were conducted. Spring enrollments were examined from 1978 through 1993 to identify and analyze periods of fluctuation; and a comparison was made of student demographic and educational characteristics for spring 1992 and spring 1993 enrollees. In addition, 11,000 students enrolled in spring 1993 and fall 1993 were surveyed to examine the impact of fees on the students' enrollment plans. Study findings included the following: (1) districtwide, spring 1993 fee increases coincided with an 8% enrollment decline, a 5% drop in weekly student contact hours, and a 49% decline in enrollment among bachelor-degree holders; (2) analysis of enrollment declines by gender, ethnic, and age groupings showed little difference among the groups; (3) among respondents to the survey, 25% of Asian students indicated that an additional fee increase would prevent them from re-enrolling, compared with 9% of Black students and 7% of White students; and (4) respondents aged 41 years and older were more likely than those aged 22 to 25 years to not re-enroll as a result of additional fee increases. Detailed data tables and charts and copies of the survey instruments are included. (PAA)

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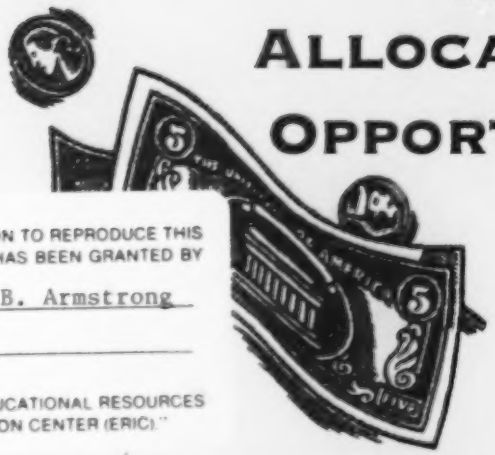

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The Effects of Fees on Student Enrollment in the San Diego Community College District

Prepared by
Research & Planning Office
San Diego Community College District

August 1993

JC 930 437

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EXECUTIVE SUMMARY

During the 1992 legislative session the legislature and governor approved an increase in the fee paid by students to enroll in the California community colleges. The fee was raised from $5.00 per unit to $10.00 per unit effective in the spring, 1993 term. Legislators also voted to increase the fee paid by students with bachelor's degrees from $10.00 per unit to $50.00 per unit. In addition, the 'cap' of $60.00 was removed. In the 1993 legislative session, the fee was again raised to $13.00 per unit and the differential fee for students with bachelor's degree was left unchanged. On the basis of concerns over the fiscal, access, and equity considerations of rapidly declining enrollments and rapidly increasing fees, the Board of Trustees and Chancellor requested that a comprehensive report be prepared on the fiscal, access, and student equity effect of the fee increase and differential fee.

Two research activities were conducted. The first activity had two components, each focusing on a separate research question. The first component focused on enrollment shifts during spring semesters over the last decade. Census data for spring enrollments were examined from 1978 until 1993, where the data were available. The purpose here was to look at other periods when enrollments fluctuated and make some inferences as to reasons behind the enrollment changes observed. The second component of the first research activity focused on the possible impact of fees on the demographic and educational characteristics of students in spring, 1993 compared to spring, 1992. The second research activity used a Fee Impact Survey sent to all continuing students enrolling in spring, 1993 and fall, 1993 terms to determine the impact of fees on the enrollment plans of students. The purpose of this survey was to aid in SDCCD planning and budgetary efforts to cope with increasing fees and declining attendance.

Findings

The fee increases implemented in spring, 1993 coincided with a drop in enrollment districtwide of approximately 8%. Weekly Student Contact Hours (WSCH) also dropped just over 5% from spring, 1993 to spring, 1993. In addition the differential fee has taken its toll on students with bachelor's degrees. Their enrollment dropped by 3,066 or approximately 49%. These declines in enrollment parallel those occurring in other large colleges and districts throughout the state. WSCH has also declined from spring, 1992 to spring, 1993. City and Mesa Colleges have shown the largest drops in WSCH, while Miramar dropped less than 2%. Fees appear to have contributed to declines in absolute numbers of all ethnic, gender, and age groupings from spring, 1992 to spring, 1993.

Impact of Fees on Gender, Ethnic, Racial, and Age Groupings

In spring, 1992, the proportion of non-white students in the SDCCD colleges was approximately 45%, while the proportion of non-white students in spring, 1993 was approximately 47%. This small difference suggests that enrollment fees have not singled out a particular group for disproportionate impact, fees appear to affect all students. When examined by "headcount," all groups with the exception of Filipino and Pacific Islander students show a decline in enrollment. The largest drop in absolute numbers was noted in the enrollment of white students who went from 26,262 in spring, 1992 to 22,640 in spring, 1993. Total enrollments for both men and women, and all age groupings are lower in spring, 1993 than spring, 1992. An analysis of enrollment status (new, returning, continuing, returning transfer, etc.) shows some slight differences from spring, 1992 to spring, 1993. Although enrollment for all categories declined, the data also show that the percentage of new students dropped from approximately 10% to 8% of the total in spring, 1993.

Differential Fee Impact

Additional analyses were conducted examining the effects of the $50.00 per unit fee increase for students with the bachelor's degree on the enrollment of these students. These analyses show that the effect of the fee increases on the enrollment of this group of students has been particularly strong. Overall, their numbers have declined by approximately one-half. Although targeted at a certain group of students, the data show that the differential fee has had noticeable negative "spillover" effects. For example, the bachelor's degree students enrolling for career or skills upgrade reasons have declined by approximately 40%. Enrollment by bachelors students to maintain a certificate or license is down by 45%. The number of students enrolling to prepare for a new career declined by approximately 38%. Legislators believed that the undecided bachelor's degree student was enrolling in the colleges for recreational purposes. Thus this group was the primary target of the differential fee. The policy was effective at pricing many of these students out of the colleges. For example, among bachelor's degree students with an educational goal of "Undecided," 61% did not return in spring, 1993. However, the number of students here for educational objectives such as "Educational Development," or who were undecided, made up less than one-third of the total bachelor's degree population in the spring, 1992 term. The remaining 68% had stated objectives such as the associate's degree, transfer, new career and career advancement, certification, and vocational goals.

Fee Impact Surveys-Spring, 1993 and Fall, 1993

Data were gathered by a survey sent to all continuing students re-enrolling in Spring 1993 and in Fall, 1993, in the registration packet. Students were asked to respond even if they were not re-enrolling during the coming term. Questionnaires were returned to Research and Planning

where research staff key-entered the data into a database and analyzed the responses using statistical analysis software. In all, 11,000 surveys were entered for analysis. The survey asked respondents to indicate how an additional fee increase would affect their enrollment plans; whether they planned to re-enroll next fall after an additional fee increase, or if a fee increase would cause them to take fewer units. Additional questions included demographic data, educational goal, amount spent of books and supplies, family income, college of attendance, and financial aid status.

Findings

Significant differences were found among ethnic groupings. Among Asian respondents, approximately 25% indicated that an additional fee increase would prevent them from re-enrolling next term. Among Black students, approximately 9% stated that a fee increase would prevent re-enrollment. Among Latino/Hispanic and Filipino students, almost 12% indicated that they would not be able to re-enroll due to an additional fee increase. Among White students, approximately 7% indicated they would not return next term if there is a fee increase. Question 13 on the survey asked if the respondent if a fee increase would cause them to take fewer units. For Black, Latino/Hispanic, Pacific Islander and Filipino students, approximately 29% indicated they would take fewer units. Among White and Asian students, approximately 24% responded that they also would take fewer units with additional fee increases. The age of the respondent appears to be related to the impact of increased enrollment fees, with older returning students disproportionately affected by increased fees. For example, among students 41 years of age or greater, approximately 14% indicated that they would not re-enroll, and approximately 28% indicated they would take fewer units. Among students aged 22-25 years, approximately 12% indicated they would not re-enroll, and 27% would take fewer units.

Survey responses do not support the contention that the bachelor's degree holding student is enrolling primarily to pursue an avocational personal interest or lacks a definable educational goal. A clear majority of respondents with a bachelor's degree enroll for career, vocational, or skills upgrade reasons. Among continuing students with bachelor's degrees, approximately 38% enroll for career reasons, 18% for skill development, 10% for vocational or certification purposes, 23% for transfer or associate's degrees, while 9% enroll for "personal interest." Among those students below bachelor's degrees, the majority (75%) state a transfer objective, 9% want the associate's degree, 7% enroll for skill development or certification purposes, 2.4% enroll for personal reasons, and 5% state they enroll for career reasons.

The household income of the respondent appears to be related to the impact of increased enrollment fees with poorer students disproportionately affected. Among students indicating a household income of less than $6,000, 17% responded that a fee increase would prevent their re-enrollment. Among those earning between $6,000 and $15,000 annually, approximately 13%

indicated that they would not re-enroll if fees were increased. The corresponding response for students in the $27,000 to $30,000 income category was approximately 10%. By contrast, among those students indicating an annual household income of over $40,000, approximately 5% indicated that they would not re-enroll with an increased fee structure. A similar pattern can be noted with respect to the responses to the question regarding anticipated unit reduction based on a fee increase. Among students reporting a household income of $33,000 or less, approximately 28% indicated that a fee increase would cause them to take fewer units. However, among higher income students ($41,000 and above), approximately 15% reported that a fee increase would cause them to take fewer units.

Concurrent enrollment appears to be related to the decision to re-enroll in the SDCCD, but is generally unrelated to the number of units a student intends to take. For example, among those students indicating that they were concurrently enrolled at either San Diego State University or the University of California, San Diego, approximately 18% responded that they would not re-enroll in one of the SDCCD colleges next term with a fee increase. By comparison, among those not concurrently enrolled, this drops to approximately 9%.

Students were asked if fees of $15.00, $20.00, or $30.00 would prevent their re-enrollment next term. Latino, Filipino, Southeast Asian, and Black students appear to be more negatively affected by the prospect of increased fees compared to White and Asian students. However, the data suggest that all groups are discouraged by the prospect of an increase in fees to $30.00 per unit with 70-80% indicating they would not be able to re-enroll at the $30.00 per unit level. Responses also suggest that first generation college students are more adversely affected by the prospect of additional fee increases than are non-first generation college students. Data from the survey suggest also that many more of the first generation college students take advantage of financial aid assistance. This was also found for the lower income level students.

College Fees: Educational Equity? or The Allocation of Opportunity?

To proponents of increased fees, the fee increases are a rational step toward improving educational equity. Proponents argue that students will be more committed if they are compelled to shoulder a more proportionate burden of the costs while the safety net of financial aid is available to lower income students. They argue that the differential fee prevents the bachelor's students from taking seat s away from more deserving non-degree students. Opponents argue that the fees are regressive and represent the allocation of educational opportunity based on ability to pay and prior educational attainment. This allocation of opportunity comes at a time when the regional economy is restructuring, access into higher education is of primary concern, and the need for the retraining of our workforce has never been greater. This report is intended to help illuminate the debate and focus on the outcomes of this policy.

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BACKGROUND OF THE STUDY

A continuing decline in the California economy that contributed to dramatic state shortfalls in tax receipts combined with an increase in demand for social and educational services has lead to a state education funding crisis. Unlike past economic difficulties, this current recession combined with the resonant effects of voter mandates for property tax reductions and limits on governmental initiatives to increase revenue has had a major impact on the funding and financing of higher and post-secondary education in the state. This has led to major increases in the educational fees paid by students enrolling in higher education and dramatic reductions in course offerings. In the community colleges fees were raised in the governor's 1992-1993 budget from $5.00 to $10.00 per unit, and for bachelor's recipients, the costs of attendance climbed sharply from $5.00 per unit to $50.00 per unit. The most recent state budget passed in July, 1993 again raises fees from $10.00 per unit to $13.00 per unit. Patterns observed over the last several years suggests that continued increases in fees will negatively affect enrollment. Fee increases combined with more limited access to community college courses has led to general enrollment declines across the state and in the SDCCD[1]. General concerns over the equity and access issues of dramatic fee increases led the Board and Chancellor to call for analyses of the impact of fees for planning and advocacy purposes. Preliminary analyses were presented at the Board of Trustees meeting held March 26, 1993.

Following the Fee Impact presentation at the SDCCD Board of Trustees meeting on March 26, the Trustees requested additional data regarding the possible impact of increased fees on the enrollment patterns of historically under-represented students. In addition, the Chancellor expressed his interest in the impact of increased fees on the enrollment rates of black students in our colleges. He cited data from the 1984 fee increase that coincided with a decline in black student enrollment. This report was prepared to respond to the questions raised by the Trustees and Chancellor at that session.

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[1] State Chancellor's Office of the California Community Colleges (1993). *1993 Study of fee impact* Sacramento CA: Research and Analysis Unit

Research Activities

To respond to the questions posed by the Trustees and Chancellor, two research activities were conducted. The first activity had two components, each focusing on a separate research question. The first component focused on enrollment shifts during spring semesters over the last decade. Census data for spring enrollments were examined from 1978 until 1993, where the data were available. The purpose here was to look at other periods when enrollments fluctuated and make some inferences as to reasons behind the enrollment changes observed.

The second component of the first research activity focused on the possible impact of fees on the demographic and educational characteristics of students in spring, 1993 compared to spring, 1992. Enrollment trends overall and for various groups of students were compared. The primary question here was: Has the implementation of increased fees affected enrollment? Another question focused on the impact of fees on different student groupings: Were there any groups that were disproportionately affected by the impact of fees? To conduct this analysis comparative data were analyzed from the spring, 1992 and spring, 1993 student profiles. This cross-sectional analysis focused on student demographic characteristics for each of these two terms. The enrollment profiles were compared by age, ethnicity and race, and gender to determine the possible impact of fees.

The second research activity was a survey sent to all continuing students in the spring, 1993 semester. This survey was designed to gauge the possible impact of fees on the educational plans of students. Responses were analyzed by income, age, gender, ethnic, educational level, and financial aid groupings. These survey data should provide district and college leaders with a basis for planning and responding to future fee increases.

Enrollment Comparisons: Spring, 1992 and Spring, 1993

A specific question raised by the Trustees was the impact of fees on overall student enrollment overall. This question is difficult to answer with precision. As discussed in two previous research reports (Growth and the Enrollment Process (SDCCD Research & Planning, 1988)), and The Report of the Academic Calendar Taskforce (SDCCD Research & Planning, 1991), the complexity of the enrollment decisions made by the tens of thousands of students

attending one of our colleges and the difficulty in identifying specific factors that adequately explain enrollment change is difficult to discern. We can however make inferences about what we believe to be the causes of enrollment change when we look at enrollment trends and changes in public policy over time. Although enrollment has declined this spring, there have been other periods in the last decade when enrollment fluctuations during spring semesters have also occurred. Table 1 presents data to illustrate this point.

As shown in the table, enrollment fluctuations of spring enrollments have been the norm rather than the exception. However, the steepest enrollment declines appear to occur immediately following the imposition of fees. For example, the spring, 1984 and 1985 census enrollments show a decline. This decline appears to coincide with the imposition of the increased fees then. However, enrollment did increase in subsequent terms. A dramatic decline in enrollment also occurred this spring from 49,227 to 42,702 for a decline of 6,525 students. Again, while it is difficult to pinpoint fees as the culprit, it does appear that fees are a major contributor to this decline.

TABLE 1

Census Enrollment: Spring 1978-Spring 1993*

Term	Enrollment
Spring, 1978	40529
Spring, 1979	39017
Spring, 1980	42295
Spring, 1981	37746
Spring, 1982	40253
Spring, 1983	39464
Spring, 1984	34406
Spring, 1985	33070
Spring, 1986	34102
Spring, 1987	36777
Spring, 1988	38186
Spring, 1992	46446
Spring, 1993	42702

(* Census data not available for this report for 1989-1991 spring terms)

The fee increases implemented in spring, 1993 coincided with a drop in enrollment districtwide of approximately 8%. Weekly Student Contact Hours (WSCH) also dropped just over 5% from spring, 1993 to spring, 1993. In addition the differential fee has taken its toll on students with bachelor's degrees. Their enrollment dropped by 3,066 or approximately 49% Table 2 shows the impact of the fees by college.

TABLE 2

Enrollment Changes from Spring, 1992 to Spring, 1993 by College

College	Spring, 1992	Spring, 1993	Change	Percent Change
City	13,516	11,999	-1,517	-11.2
Mesa	25,323	22,284	-2,499	-9.9
Miramar	6,672	7,118	446	6.7
ECC	935	761	-174	-18.6
SDCCD	46,446	42,702	-3,774	-8.1

These declines in enrollments parallel those occurring in other large colleges and districts throughout the state. [2]

WSCH has also declined from spring, 1992 to spring, 1993 as shown in Table 3. City and Mesa Colleges have shown the largest drops in WSCH, while Miramar dropped less than 2%.

TABLE 3

WSCH Changes from Spring, 1992 to Spring, 1993 by College

College	Spring, 1992	Spring, 1993	Change	Percent Change
City	107,031	100,649	-6,381	-6.0
Mesa	173,297	163,774	-9,522	-5.5
Miramar	47,186	46,377	-808	-1.7
SDCCD	327,514	310,801	-16,712	-5.1

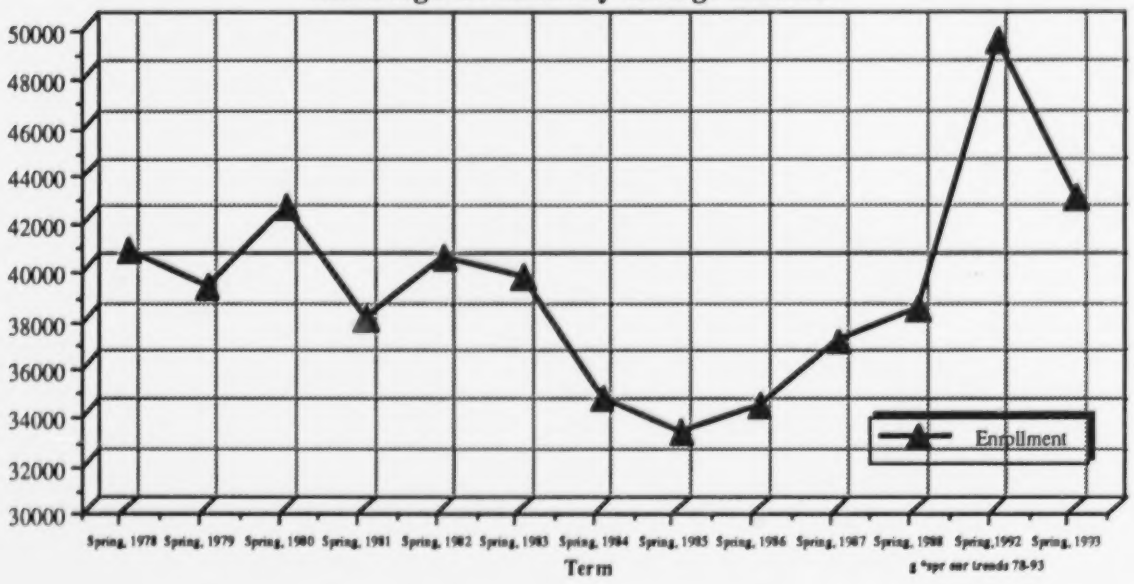
Source: SDCCD State Reports

[2] Trombley, William H. (1993, April). *Public policy by anecdote: The case of community college fees.* Report Number 93-1. San Jose CA: The California Higher Education Policy Center

Figure 1 is a graphical depiction of the trends in enrollment over the past decade and the recent impact of the increased and differential fees on enrollment.

Figure 1

Spring Enrollment Trends-First Census
1978-1993
San Diego Community College District



Fluctuation of Racial and Ethnic Distribution

As shown in Figure 3 below, the percentage distribution of the various ethnic and racial groupings that make up the SDCCD student population has varied over the last 15 years. For example, Asian and Latino students have shown the sharpest increases over the last 15 years. The growth in the "Other" category reflects growth in the non-white student population and a recategorization of certain groups of students in 1988. The steepest decline has been in the proportion of black students which declined from 14% of the total student population in 1978, to approximately 10% in 1993. The steepest decline in black student enrollment occurred between the 1983 and 1985 academic years when total black student enrollment in the spring term declined by approximately one-third (from 4,841 to 3,106) as shown in Figure 4.

Figure 2

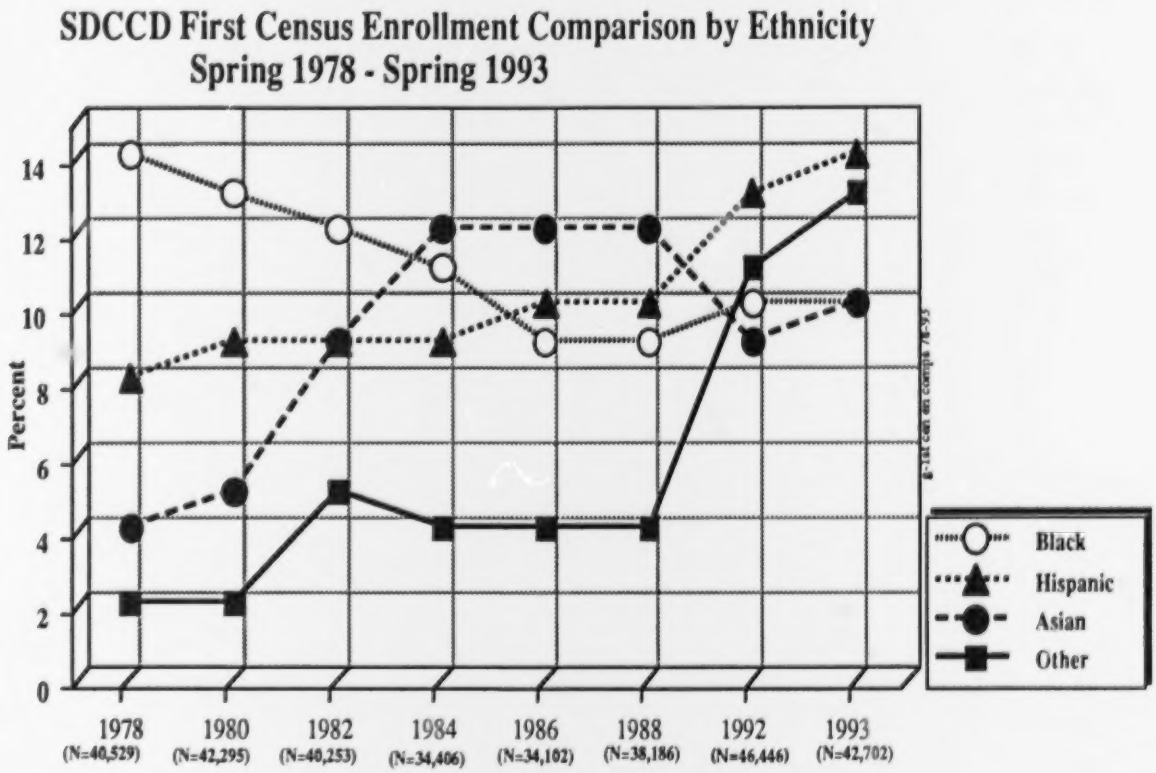
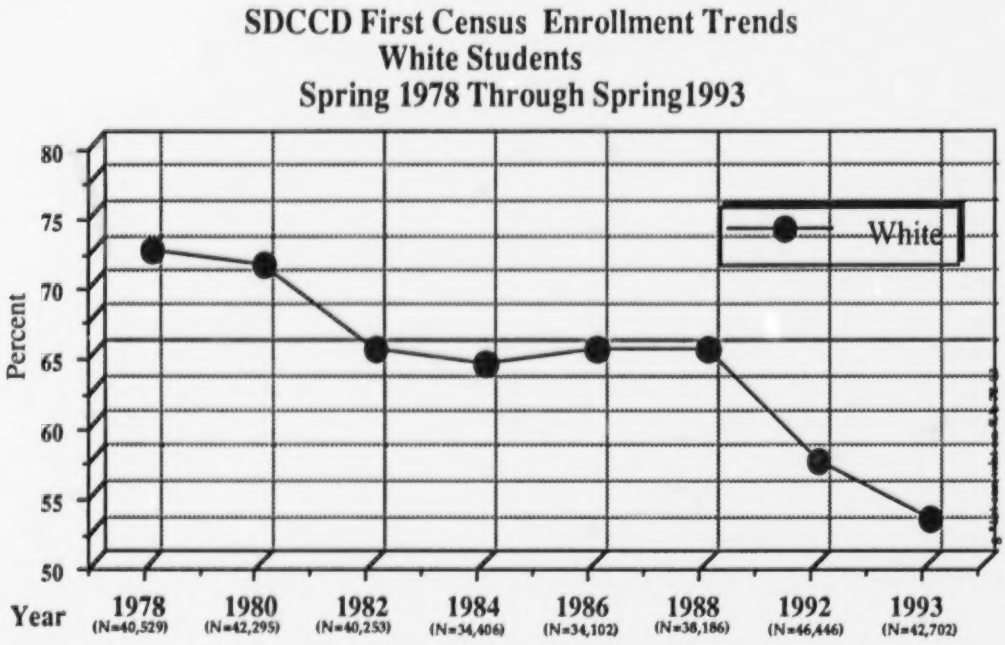


Figure 3 presents the enrollment trends of white students during this period. There has been a steady decline in the proportion of white students in the SDCCD colleges. This largely reflects the changing demographics of the San Diego region and service areas of the SDCCD. In addition the demographic changes that have been taking place in the San Diego City Schools are now increasingly reflected in the graduating cohorts of students that is increasingly non-white. As the graduation rate of the non-white student groupings increases, this may continue to offset the declines in white student enrollments observed in the SDCCD over the last several years. However, the recent fee increases may have the effect of thwarting the educational plans of these "new majority" students. Until the recent fee increases, the declines in white student enrollments were largely supplanted by growth in the non-white student populations. Increased fees and the implementation of the differential fee appear to have rapidly accelerated the loss of large numbers of white and non-white students. The recent fee increases appear to have

dramatically affected the enrollment of all groups of students as will be discussed in the next section of this report.

Figure 3



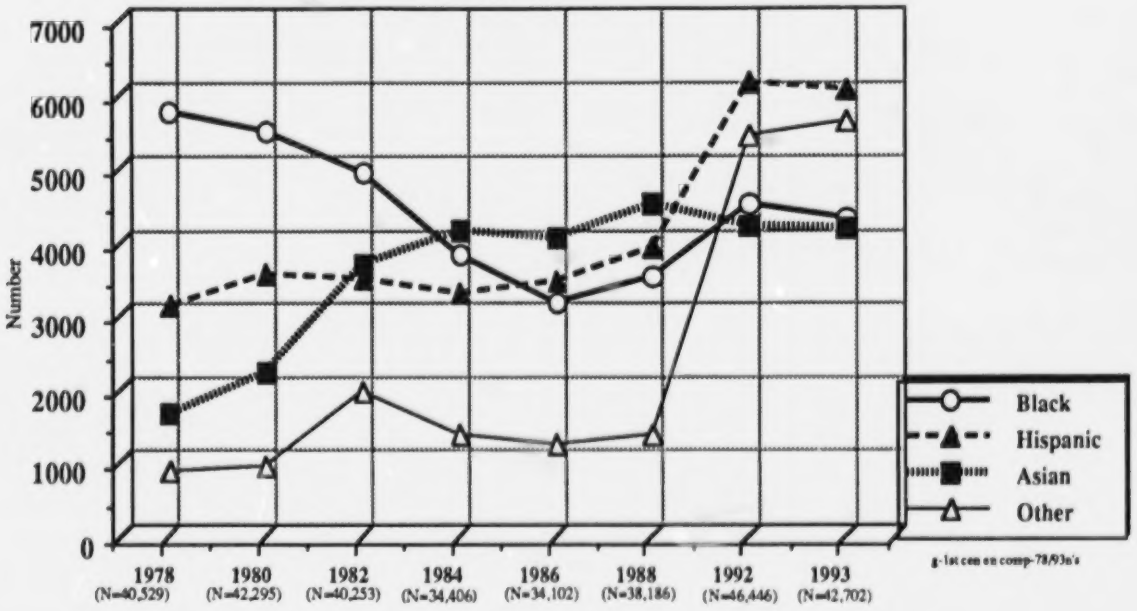
As the representation of Latino/Hispanic, Asian, and Other students has increased, the proportion of white students has dropped. This decline is particularly noticeable beginning in the spring, 1992 term and since the imposition of increased fees in spring, 1993.

Enrollment Counts

Figures 4 and 5 present the enrollment trends by ethnic and racial grouping for the same period. These data suggest that while the fee increases in the mid-1980's may have affected the enrollment of black students then, the numbers of Asian and Latino/Hispanic students continued to increase. In contrast, the latest round of fee increases has negatively affected enrollment for all ethnic and racial groupings in the SDCCD.

Figure 4

SDCCD First Census Enrollment Comparison by Ethnicity
Spring 1978 Through 1993

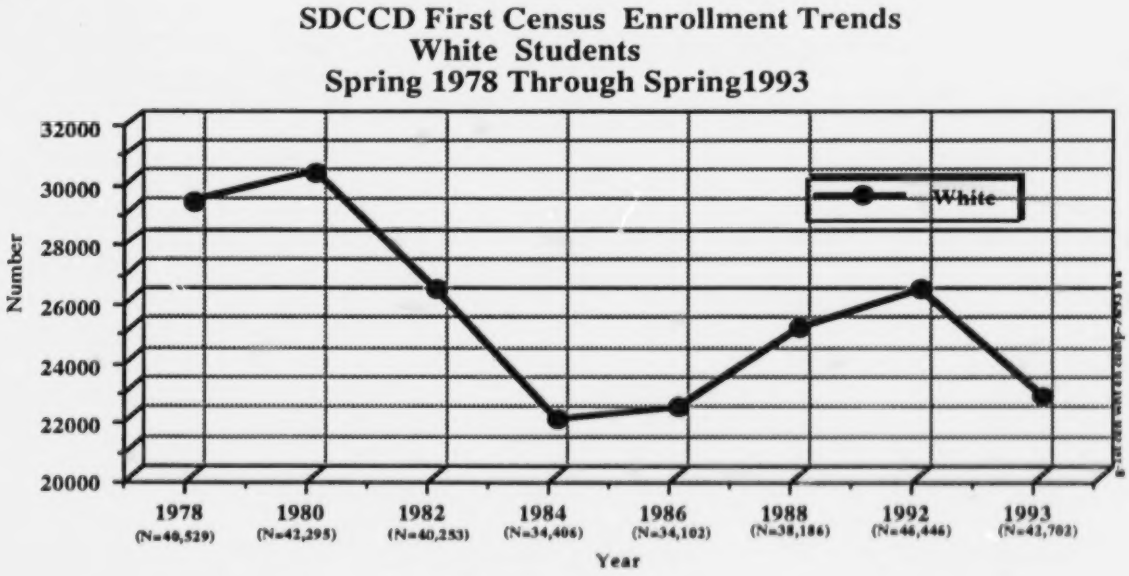


The enrollment of black students did begin to increase again in 1988 and as a proportion of the total student enrollment, remained relatively constant since that time. During the last five years, the proportions of Latino/Hispanic and Asian students in the SDCCD colleges have increased substantially. The percentage of Latino students in the colleges grew from 8% of total enrollment in 1978, to 10% in 1988, and to 14% currently. The percentage of Asian students grew from approximately 4% in 1978 to 12% in 1988, then declined somewhat to 10% in 1993 following the fee increase.

Over the last 15 years, the proportion of traditionally under-represented students in the SDCCD colleges has gone from approximately 28% of the total in 1978 to approximately 45% in 1993 despite the decline in black student enrollment and the imposition of fees. Although the imposition of enrollment fees in 1984 appears to have disproportionately affected the enrollment rates of black students, the most recent fee increases did not affect them disproportionately when compared to other groups. As discussed further in this report, fees appear to have contributed to

declines in absolute numbers of all ethnic, gender, and age groupings from spring, 1992 to spring, 1993.

Figure 5



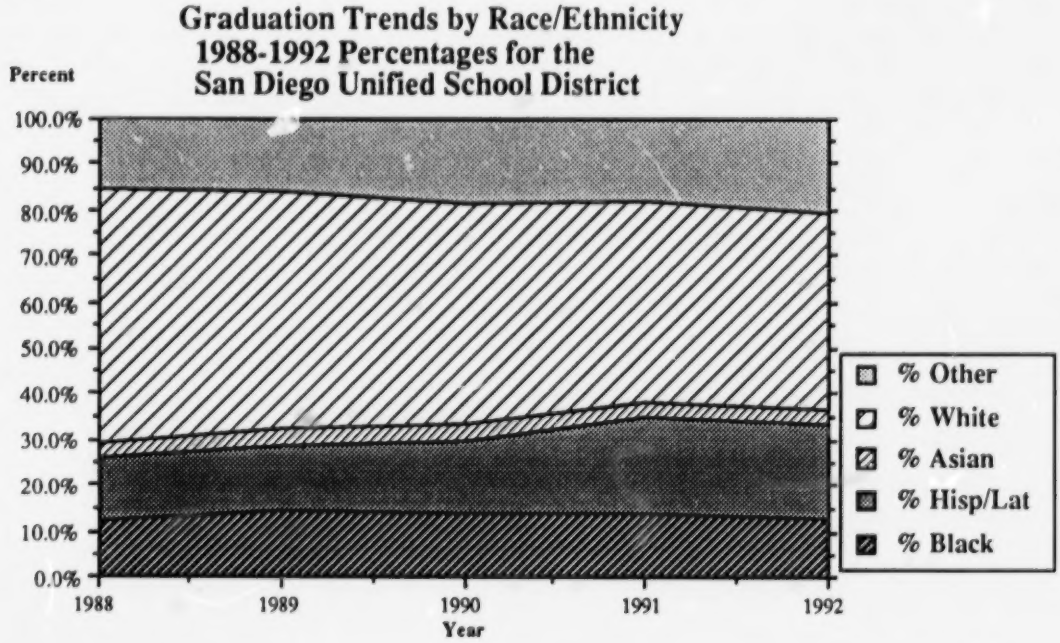
As discussed further in this report, fees appear to have contributed to declines in absolute numbers of all ethnic, gender, and age groupings from spring, 1992 to spring, 1993.

Feeder High School Graduation Profile

Another factor affecting indicators of access is the distribution of students graduating from area high schools. By observing trends in the graduation profile, we can better determine if observed changes in the SDCCD student profile are reflective of the community we serve. In addition, we can better examine the impact of fees on student enrollment. For example, if area high schools are consistently graduating a high percentage of students from a certain ethnic or gender grouping and this group has been declining as a part of the total SDCCD student profile, we might be able to attribute this to changes in the public policy environment. Figures 6 and 7 present counts and percentage distributions of the ethnic and racial groupings of high school

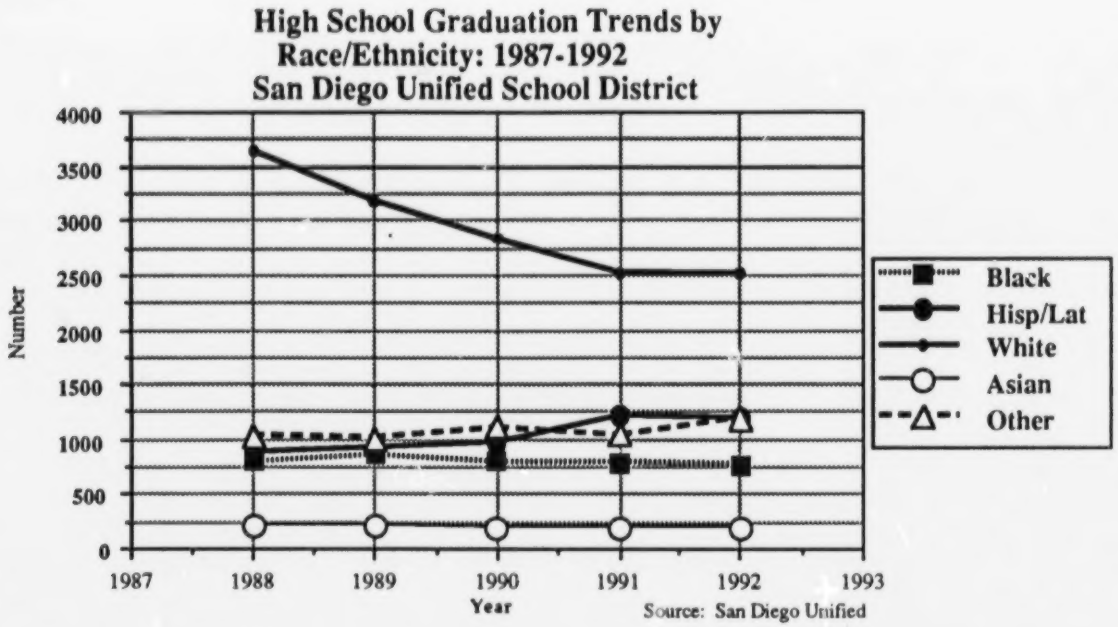
graduates from San Diego Unified schools from 1987-1992. The graduation trends of different groups from San Diego Unified are somewhat similar to the enrollment profiles of the SDCCD students for the same periods. There has been a general decline in white and black student graduation as part of the total graduating group, and enrollment in the SDCCD has also been declining for these groups. On the other hand, Latino/Hispanic high school graduation and representation in the SDCCD enrollment profile have been steadily growing over the last five years. The Asian graduation rate from San Diego City Schools[3] however has remained relatively constant, yet their representation in the SDCCD enrollment profile has grown at a fairly consistent rate over the last five years. The graduation rates of black students from local high schools have declined somewhat since 1987, however the overall changes have been relatively slight.

Figure 6



[3] San Diego City Schools (1993). Graduation and Dropout Trends 1987-1992. Planning and Research Unit.

Figure 7



This generally reflects the enrollment patterns of black students in the SDCCD over this period. It appears that while high school graduation rates as a measure of SDCCD access tell part of the overall enrollment story, there are many other unexamined factors. For example, the estimated three year dropout rate of Latino/Hispanic students in 1992 was approximately 22%, while for Black students it was 12%, White students 9%, and Asian students less than 4%. The potential impact of fees on the enrollment and training plans of the high school dropouts may be negative, particularly for those considering vocational training or skill development. Overall, the impact of increasing fees for attending the SDCCD colleges should be considered a strong contributor to enrollment changes. In the past, fees appeared to have affected some groups more than others, but as the next section points out, the most recent round of fee increases appear to have affected all groups of students in the SDCCD.

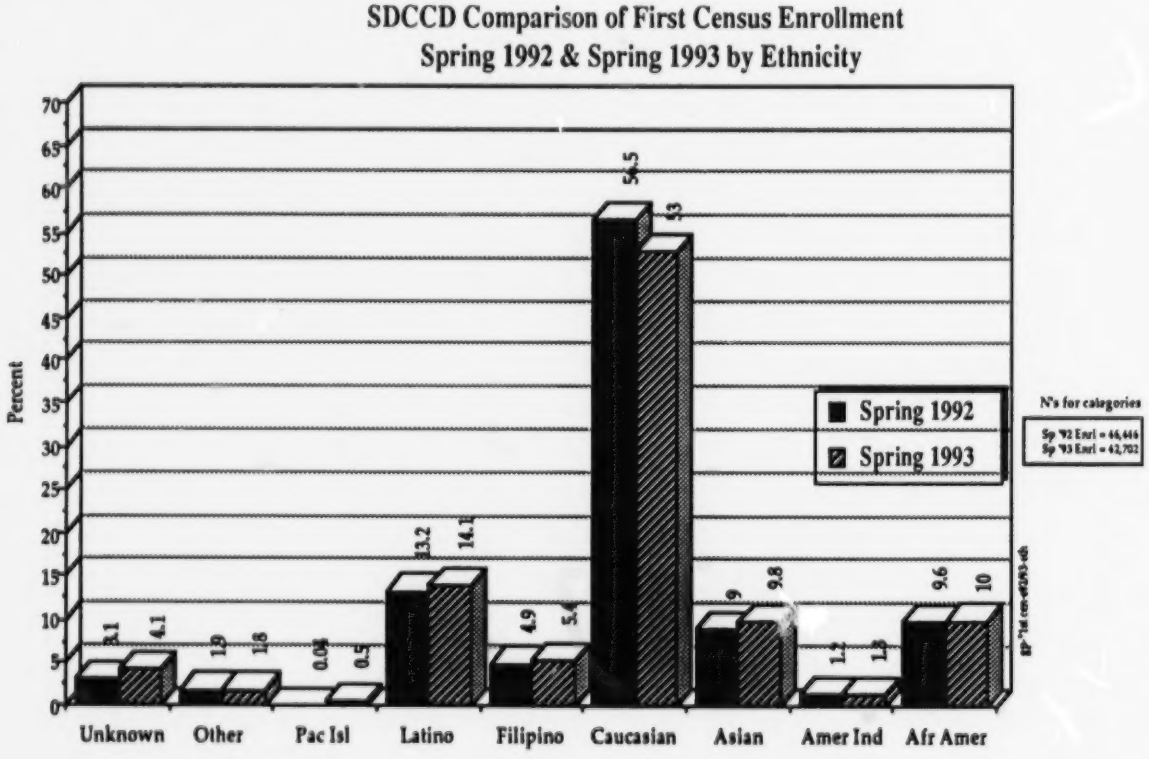
SPRING, 1992 TO SPRING, 1993
ENROLLMENT BY ETHNIC, AGE, AND GENDER GROUPINGS

This second component of the first research activity compared data for the spring, 1992 and spring, 1993 terms to note changes in the demographic profile of the student population. In posing their questions, the trustees wanted to examine if fees disproportionately affected the re-enrollment rate of any particular group of students.

Ethnic and Racial Distributions

In spring, 1992, the proportion of non-white students in the SDCCD colleges was approximately 45%, while the proportion of non-white students in spring, 1993 was approximately 47%. This small difference suggests that enrollment fees have not singled out a particular group for disproportionate impact, fees appear to affect all students.

Figure 8



When examined by "headcount," all groups with the exception of Filipino and Pacific Islander students show a decline in enrollment. For example, black student enrollment dropped from 4,469 to 4,289, Latino/Hispanic student enrollment dropped from 6,128 to 6,004, Asian student enrollment dropped slightly from 4,203 to 4,162. The largest drop in absolute numbers was noted in the enrollment of white students who went from 26,262 in spring, 1992 to 22,640 in spring, 1993.

Gender and Age Categories

As with the ethnic data, analyses of enrollment patterns for men and women and by age category do not suggest that fees are having a disproportionate impact. Total enrollments for both men and women, and all age groupings are lower in spring, 1993 than spring, 1992. For example, male enrollment in 1992 was 24,306 or approximately 49% of the total enrollment. In spring, 1993 enrollment by males dropped to 20,910. This still represented approximately 49% of the enrollment within gender category. Females dropped from 24,913 to 21,783 while maintaining their overall representation among the college population at approximately 51%.

Figure 9

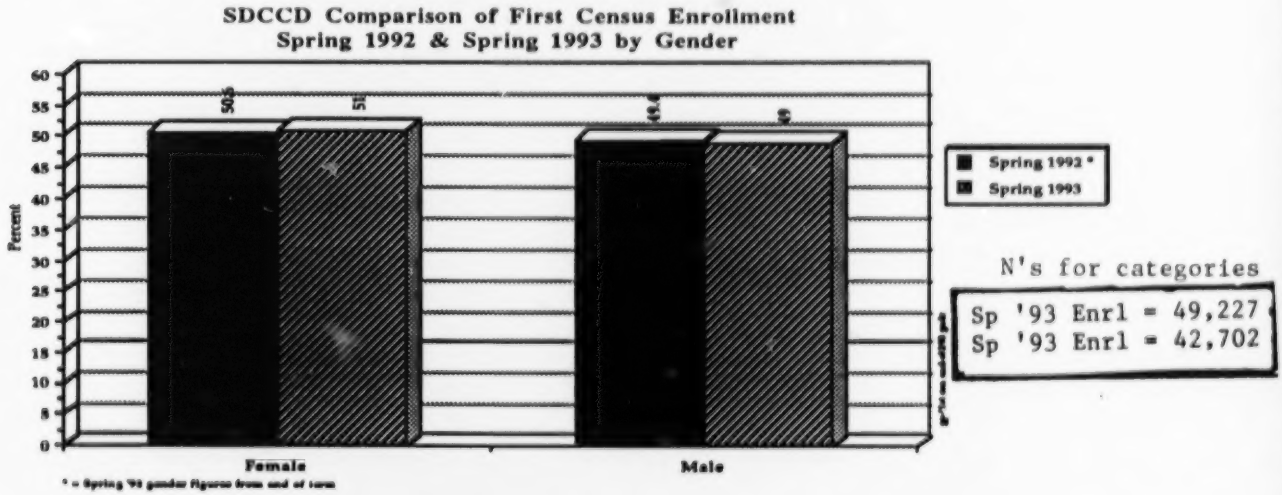
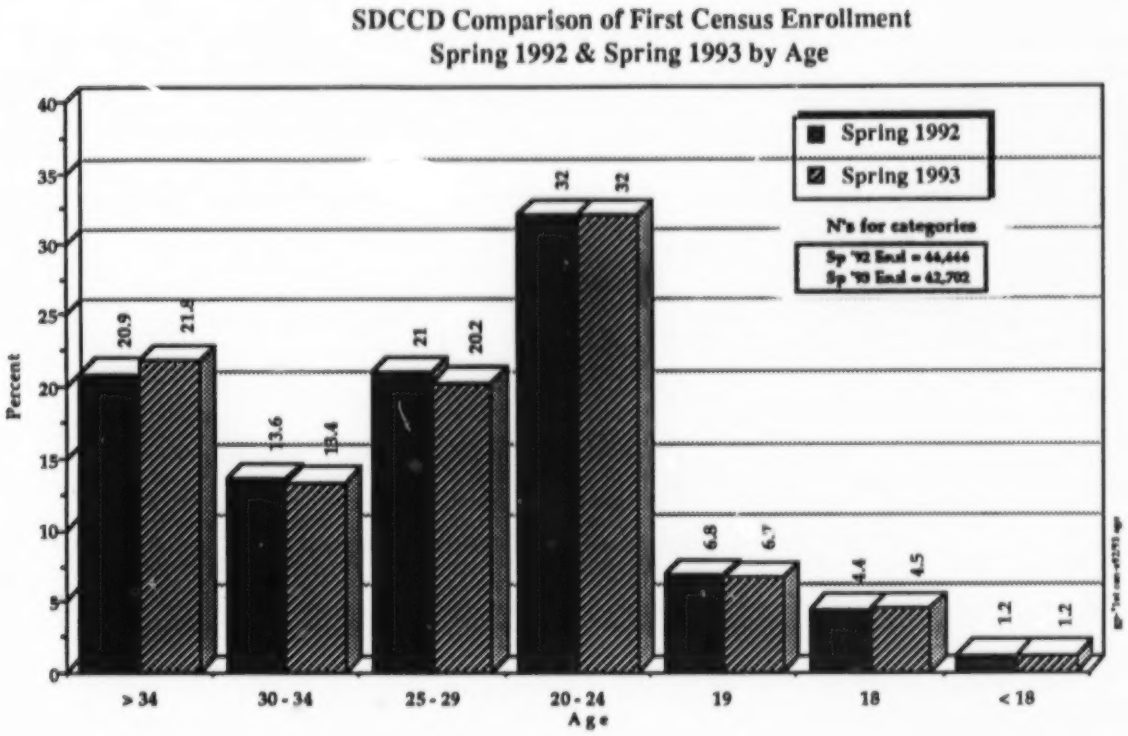


Figure 10



Enrollment Status

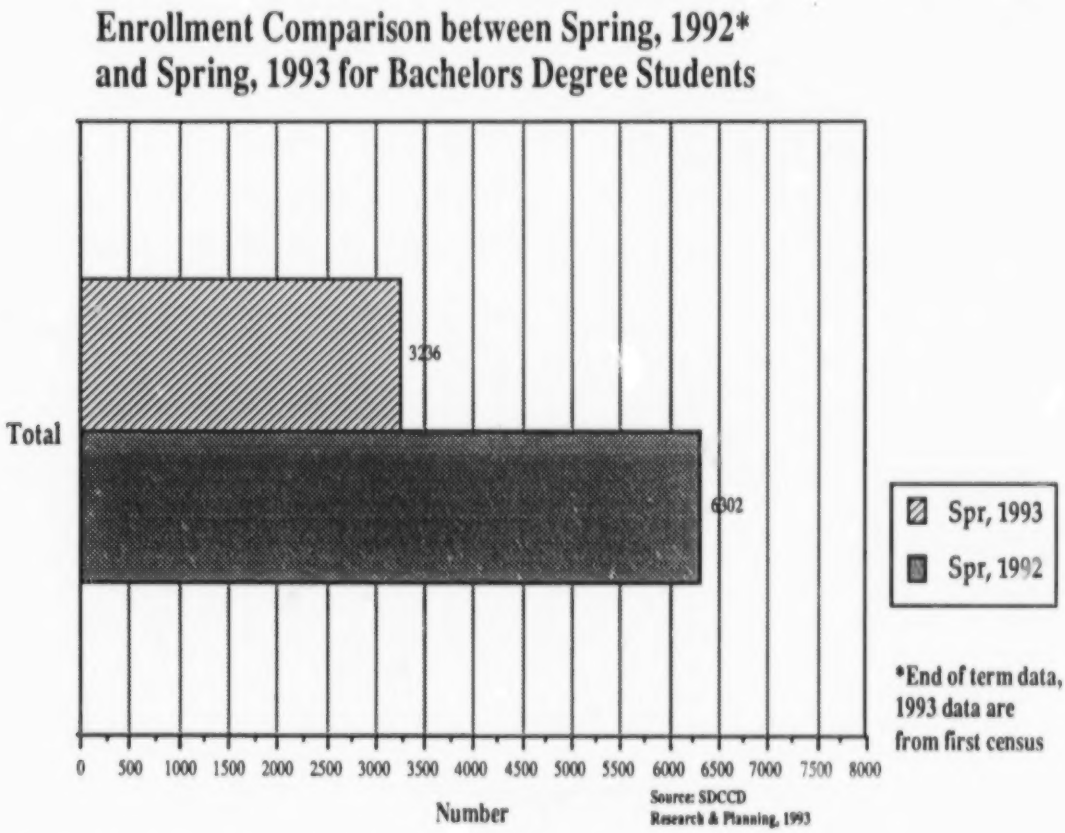
An analysis of enrollment status (new, returning, continuing, returning transfer, etc.) shows some slight differences from spring, 1992 to spring, 1993. Enrollment for all categories declines, however the data show that the percentage of new students dropped from approximately 10% to 8% of the total in spring, 1993.

Bachelors Degree Recipients Enrollment Comparison

Additional analyses were conducted examining the effects of the $50.00 per unit fee increase for students with the bachelor's degree on the enrollment of these students. These analyses show that the effect of the fee increases on the enrollment of this group of students has been particularly strong. Overall, their numbers have declined by approximately one-half. Additional analysis by educational objective and ethnicity were included in this component of the study and are presented and discussed below.

Figure 11 shows the enrollment comparisons for bachelors degree-holding students in the San Diego Community College District for Spring, 1992 (end of term) to Spring, 1993 (first census). The increased fees appear to have dramatically affected the re-enrollment of these students. These data show that enrollment among this group declined by almost one-half. This finding is consistent with statewide declines in bachelor's degree students. [4]

Figure 11


Enrollment Comparison between Spring, 1992* and Spring, 1993 for Bachelors Degree Students
Total
3236
6302
Spr, 1993
Spr, 1992
*End of term data, 1993 data are from first census
0 500 1000 1500 2000 2500 3000 3500 4000 4500 5000 5500 6000 6500 7000 7500 8000
Number
Source: SDCCD Research & Planning, 1993

Enrollment Changes by Ethnic or Racial Grouping

All groups were negatively affected by the differential fees as shown in figures 12 and 13. Overall, the percentage decline for each ethnic grouping is at least 40% with an average of 49%. The category showing the steepest decline was the "Other-Non White" grouping with approximately a 61% decline. This was followed by black students at approximately 59%, Latino students at 55%, white students at 49%, Asian students at 47%, and Filipino students at

[4] Research and Analysis Unit: State Chancellor's Office (1993). 1993 *Study of fee impact*. Appendix B; p. 4.

40%. Thus it appears that the differential fees are disproportionately affecting the enrollment behaviors of traditionally under-represented students.

Figure 12

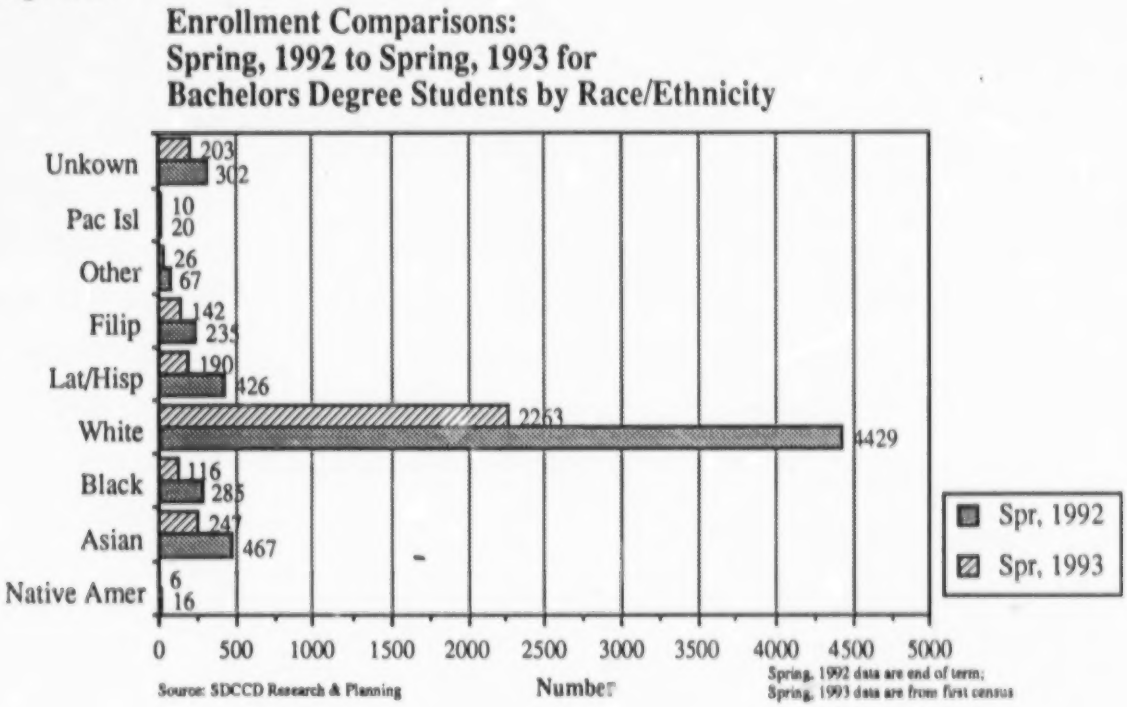
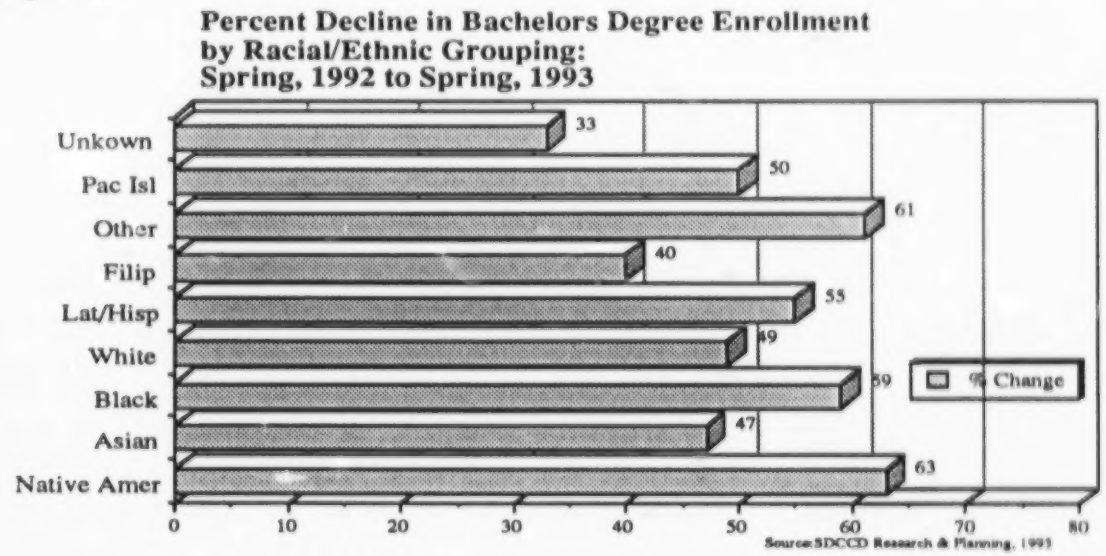


Figure 13



Educational Objective

In the legislative debates over the differential fee, many legislators believed that the implementation of the differential fee would discourage the casual attendee who enrolled in the colleges to engage in they viewed as such avocational pursuits as physical education, art, ceramics, or foreign language for use on trips to Europe.[5] The primary target of the differential fee was the undecided bachelor's degree student who was needlessly taking up space from more deserving students who wished to transfer, learn basic skills, or graduate with the associate's degree. The data show that this policy has been very effective at pricing many of these students out of the community college "market." For example, among bachelor's degree students with an educational goal of "Undecided," 61% did not return in spring, 1993. However, the number of students here for educational objectives such as "Educational Development," or who were undecided, made up less than one-third of the total bachelor's degree population in the spring, 1992 term. The remaining 68% had stated objectives such as the associate's degree, transfer, new career and career advancement, certification, and vocational goals.

Although targeted at a certain group of students, the data show that the differential fee has had noticeable negative "spillover" effects. For example, the bachelor's degree students enrolling for career or skills upgrade reasons have declined by approximately 40%. Enrollment by bachelors' students here to maintain a certificate or license is down by 45%. The number of students enrolling to prepare for a new career declined by approximately 38%. The impact of the differential fee on the career education and training plans of bachelor's students is of particular importance during recessionary times. The San Diego region is experiencing severe economic change. Many jobs are being lost or transferred due to cutbacks in the defense industry and the general restructuring of the economy. Students with bachelor's degrees often return to the colleges for retraining or to prepare for a new career. However, the implementation of the differential fee severely limits the enrollment options for these students as evidenced by their high rates of non-return to the colleges. Figure 14 shows the headcount declines for bachelor's degree students and figure 15 shows the percentages by educational objective.

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[5] Trombley, William H. (1993, April). *Public policy by anecdote: The case of community college fees.* Report Number 93-1. San Jose, CA: The California Higher Education Policy Center.

Figure 14

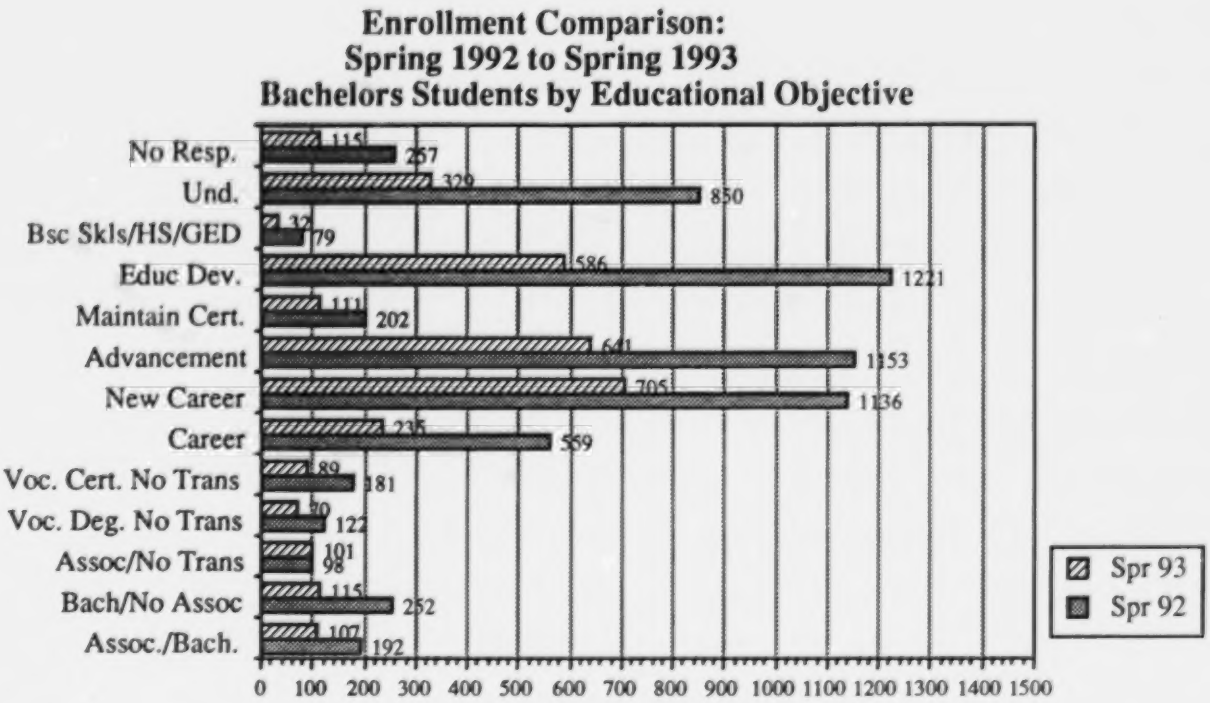
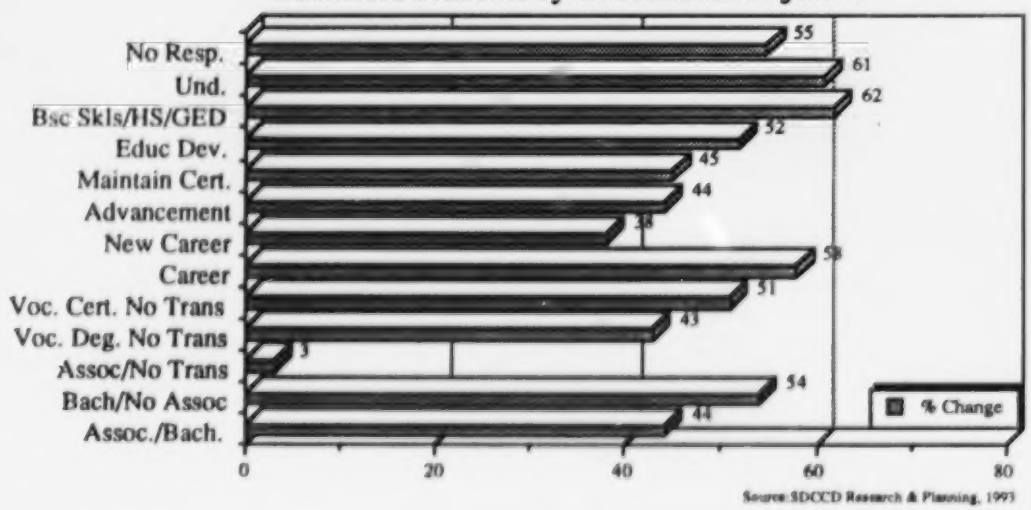


Figure 15



Enrollment Comparison Summary

Analysis of spring enrollment reveals dramatic shifts over the last decade. Many economists and demographers believe that enrollment changes related to several factors including the regional economy, reputation of the institution, program offerings, location, regional unemployment rates, regional demographics, the numbers of high school graduates, and the costs of attendance. While identifying the cause for enrollment decline is problematic, analyses of enrollments over time suggest that declines are related to the imposition or growth in fees charged for college attendance in the SDCCD. This can be noted in 1984 when per-unit charges were imposed and most recently with the increasing of these fees, and the implementation of differential fees. It was demonstrated in analysis conducted for the SDCCD Board of Trustees and presented at the March 26, 1993, meeting that the enrollment of bachelor's degree students has dropped dramatically since the imposition of the differential fee. The $10.00 per unit fee increase appears to have affected all SDCCD students as evidenced by the steep enrollment decline experienced this spring. First census comparisons show that there was a districtwide decline of approximately 8%. City College experienced a decline of approximately 11.2%, Mesa College a decline of approximately 10%, ECC 18%, while Miramar College showed an increase of approximately 7%. However, the imposition of fees does not seem to disproportionately affect any ethnic, age, or gender grouping based on this analysis. For bachelor's degree students however, non-white students appear to be disproportionately affected.

These data probably do not tell the whole story. For example, it may be the case that low income students within some ethnic or gender categories, or low-income single parents were disproportionately affected by the fee increase. Although this may have provided information about the effects of increased fees for these populations, the collection of income data has been difficult due to characteristically low response rates over the last several years and thus these data were not included in this report. In addition, SDCCD census data have not been collected and stored in a format that facilitates comparative analysis across categories (e.g., low-income single parents compared to the general student population)

To identify a single cause for the overall enrollment decline is difficult. However, it would be difficult to deny that increased fees have had an impact on enrollment. Despite overall population growth in the adult population of the SDCCD service area as demonstrated by the California Department of Finance [6], enrollment declined precipitously this spring. High school enrollments and graduation continue to increase, particularly of non-white students. As the regional economy continues to sag under the weight of the current recession, the need for re-training and education would appear to stimulate demand for classes and access. Some economists believe that high rates of unemployment lead to higher enrollments in college because the opportunity costs (what you are giving up by not working full time) for college attendance drop during recessionary periods. In good economic times, it is thought by many economists that people generally return to work in greater numbers to earn better wages, and attendance may decline. However, the supposed college attending and vocational training stimuli of this recession may have been dampened by the imposition and increase of fees. As discussed in the next section, recent and anticipated fee increases appear to most negatively affect the enrollment plans of students enrolling for job related and skill development reasons.

[6] Demographic Research Unit: California Department of Finance (1993). *Official population projections.* Report 93 P-1. Sacramento CA.

FEE IMPACT SURVEY: SPRING 1993

During the 1992 legislative session, state legislators voted to increase the educational fees for community college attendance in California. In addition, a new policy of "differential fees" was implemented for students holding a bachelor's or higher degree. In the case of students without a bachelor's degree, fees increased from five dollars per unit to ten dollars per unit beginning spring, 1993. For those students with the bachelor's degree, fees increased from five dollars per unit to fifty dollars per unit. This dramatic increase was intended to discourage students with the bachelor's degree from attending the community colleges for "personal interest" reasons. Many legislators believed that the majority of bachelor's holders were enrolling in community colleges for reasons not related to academic or vocational intent. Although there was a paucity of evidence to support this policy, some legislators relied on essentially anecdotal information to bolster their contentions that the bachelor's degree students were not seriously pursuing serious academic or vocational goals and therefore should be paying a much higher fee for college attendance. The differential fee may be viewed as a legislative attempt to exclude the bachelor's degree students from community college attendance because legislators and some policymakers in state government believed that the clear majority lacked serious academic or vocational goals. This report will provide some insight into the reasons for attendance of bachelor's degree holders and present contrary evidence against the contention that these students attend largely for avocational or recreational reasons.

Data were gathered by a survey sent to all continuing students re-enrolling in Spring 1993 and Fall, 1993, in the registration packet. Students were asked to respond even if they were not re-enrolling during the coming term. Questionnaires were returned to Research and Planning where research staff key-entered the data into a database and analyzed the responses using statistical analysis software. In all, 11,000 surveys were entered for analysis. The following summarizes the major findings of the survey.

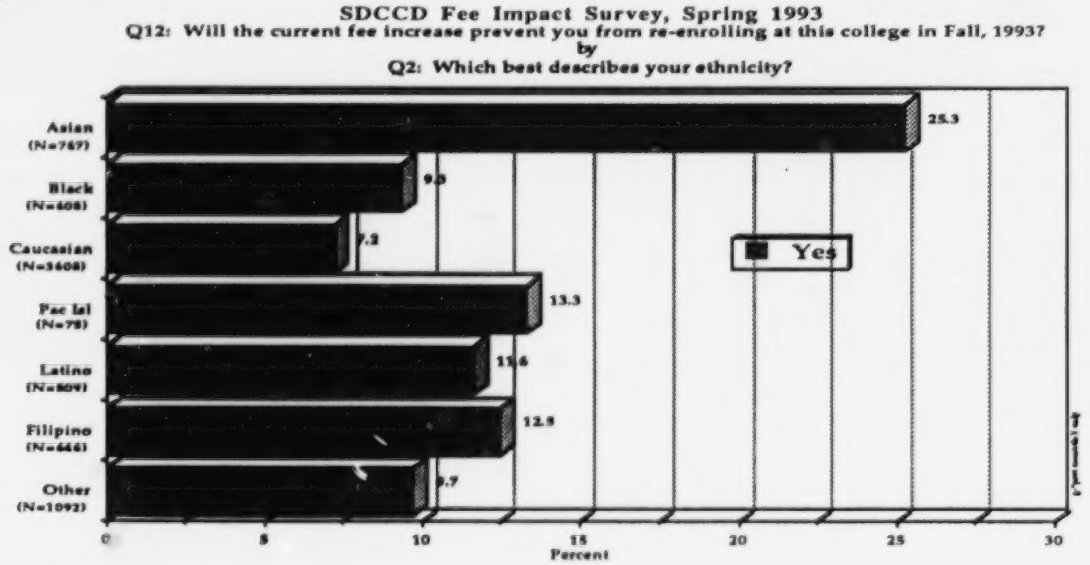
The survey asked respondents to indicate how an additional fee increase would affect their enrollment plans; whether they planned to re-enroll next fall after an additional fee increase,

or if a fee increase would cause them to take fewer units. Additional questions included demographic data, educational goal, amount spent of books and supplies, family income, college of attendance, and financial aid status

Responses by Ethnic and Racial Grouping

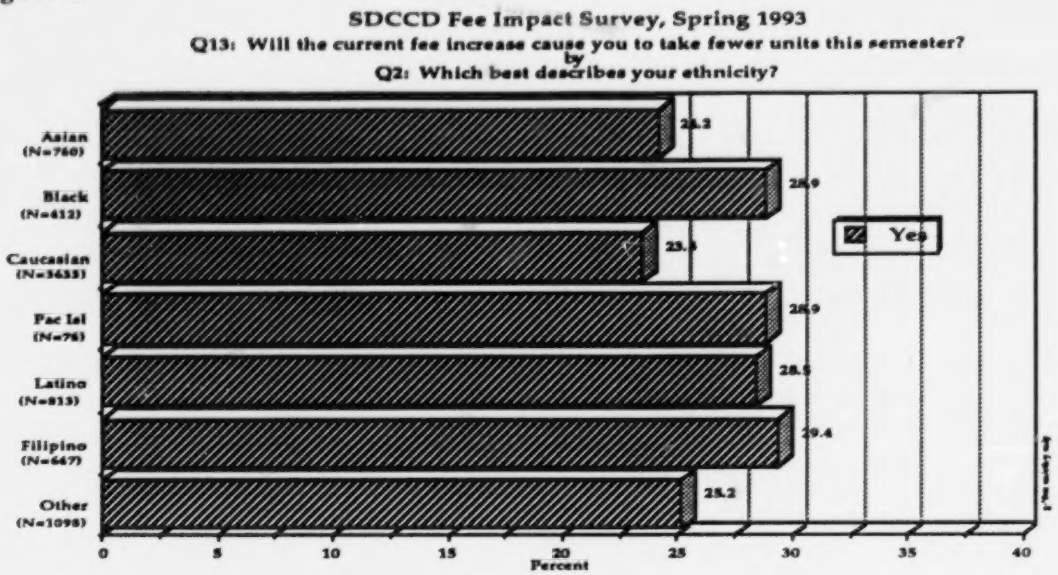
Significant differences were found among ethnic groupings. Among Asian respondents, approximately 25% indicated that an additional fee increase would prevent them from re-enrolling next term. Among Black students, approximately 9% stated that a fee increase would prevent re-enrollment. Among Latino/Hispanic and Filipino students, almost 12% indicated that they would not be able to re-enroll due to an additional fee increase. Among White students, approximately 7% indicated they would not return next term if there is a fee increase.

Figure 16



Question 13 on the survey asked if the respondent if a fee increase would cause them to take fewer units. For Black, Latino/Hispanic, Pacific Islander and Filipino students, approximately 29% indicated they would take fewer units. Among White and Asian students, approximately 24% responded that they also would take fewer units with additional fee increases.

Figure 17



Responses by Gender

The specter of a fee increase next term did not appear to disproportionately affect either men or women. In both cases, approximately 10-11% answered that they would not re-enroll if there is an additional fee increase. Approximately one-quarter of both men and women responded that the current fee increase would cause them to take fewer units next term.

Responses by Age

The age of the respondent appears to be related to the impact of increased enrollment fees, with older returning students disproportionately affected by increased fees. For example, among students 41 years of age or greater, approximately 14% indicated that they would not re-enroll, and approximately 28% indicated they would take fewer units. Among students aged 22-25 years, approximately 12% indicated they would not re-enroll, and 27% would take fewer units.

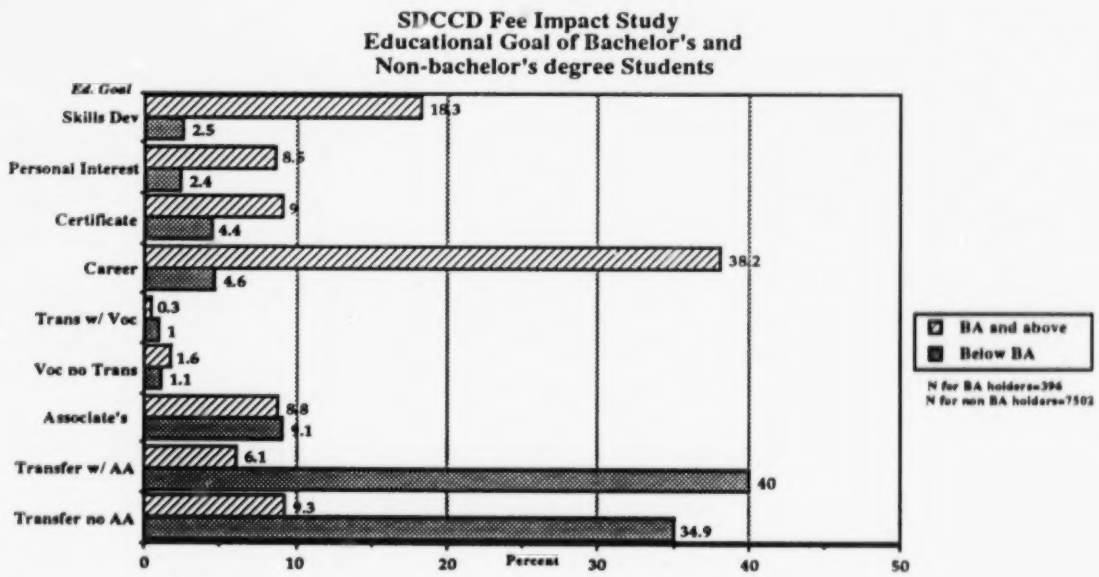
Enrollment by Educational Goal

In the legislative debates over differential fees (higher fees for students holding a bachelor's degree or higher), many legislators expressed the belief that the vast majority of bachelor's degree holding students enrolled for courses such as tennis, swimming, and literature largely for avocational reasons. It was felt that bachelor's degree holding students were using the

colleges as inexpensive health clubs for racquetball classes, or as a community center to pursue some personal interest and were using classroom space needed for students pursuing transfer, associate's, vocational, or certification goals. Based largely on this belief, differential fees were implemented that charged bachelor's degree students $50.00 per unit, while non-bachelor's degree students were charged $10.00 per unit. Thus these "casual attendees" would be compelled to look elsewhere to satisfy their personal or avocational interest, or else pay much more to pursue it at the two year college.

Inspection of Figure 18 indicates that a clear majority of respondents with a bachelor's degree enroll for career, vocational, or skills upgrade reasons. Among continuing students with bachelor's degrees, approximately 38% enroll for career reasons, 18% for skill development, 10% for vocational or certification purposes, 23% for transfer or associate's degrees, while 9% enroll for "personal interest." Among those students below bachelor's degrees, the majority (75%) state a transfer objective, 9% want the associate's degree, 7% enroll for skill development or certification purposes, 2.4% enroll for personal reasons, and 5% state they enroll for career reasons. These data do not support the contention that the bachelor's degree holding student is enrolling primarily to pursue an avocational personal interest or lacks a definable educational goal.

Figure 18



Respondents were asked about their enrollment plans for next fall given the current fee increase. These responses were cross-tabulated with their stated educational goal. Although the fee increase seems to affect the enrollment plans of students enrolling for personal reasons, it seems to affect the enrollment plans of students enrolling for vocational or career reasons more negatively. These data are presented in Figures 19 and 20.

Figure 19

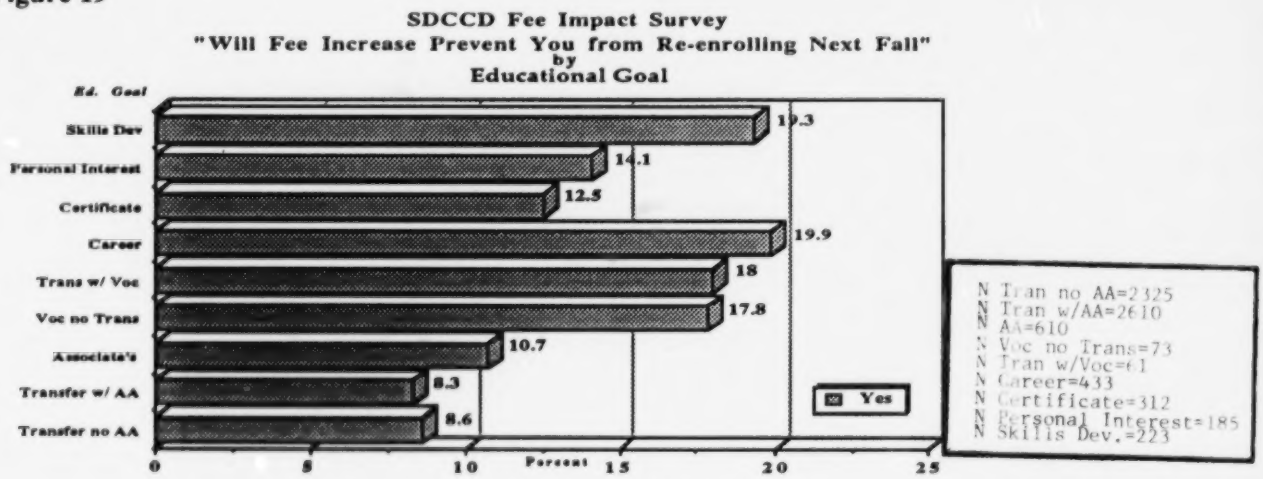
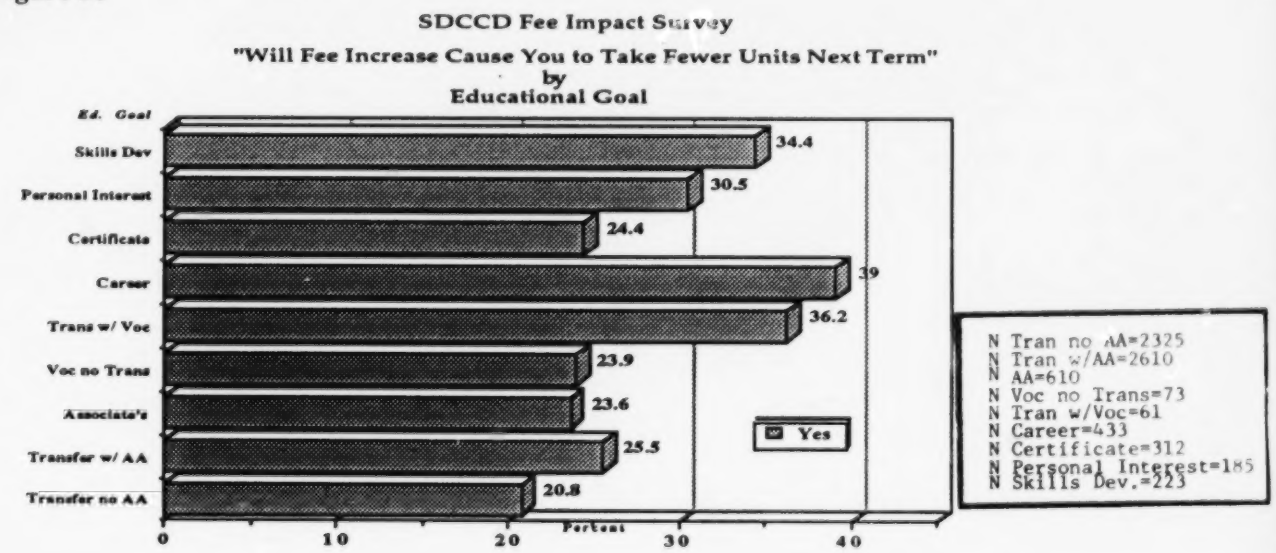


Figure 20

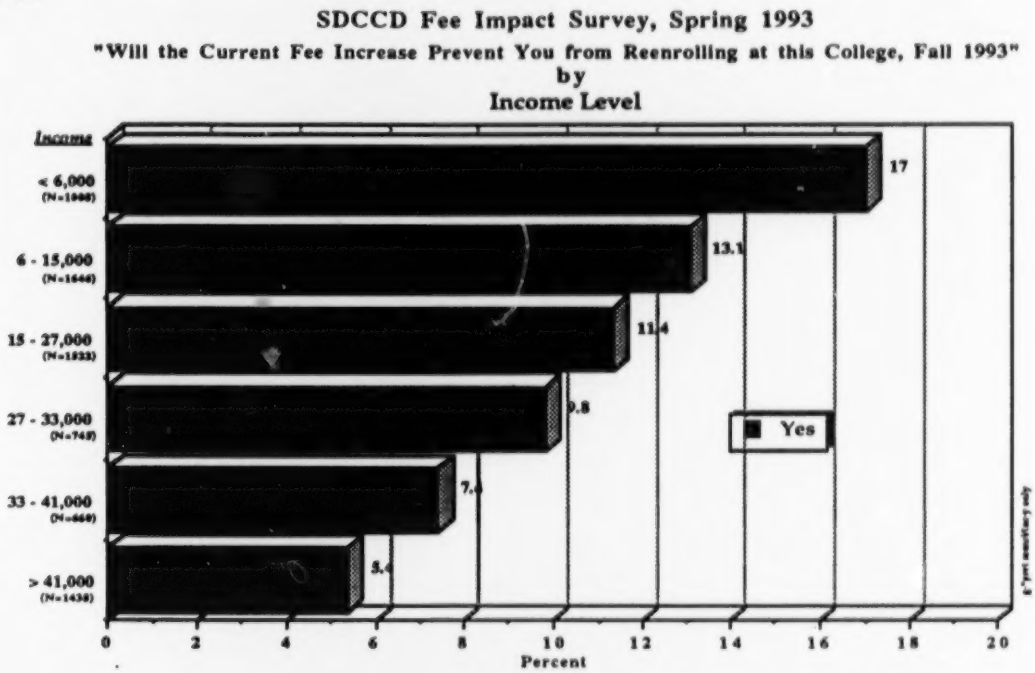


Increased fees appear to disproportionately affect students enrolling for vocational or skills upgrading purposes. This is particularly evident for students with bachelor's degrees returning to the colleges for skills upgrading, certification, or retraining. For example, among continuing students who indicated a transfer goal with or without the associate's degree, approximately 8% indicated that increased fees would prevent their re-enrollment and 21-25% of this group indicated that fees would cause them to take fewer units. However, among students enrolled for skill development, career reasons, or vocational goals, almost 20% indicated that a fee increase would prevent their re-enrollment next term, and among this group, about one-third indicated that a fee increase would cause them to take fewer units. The prospect of increased fees also appear to affect the enrollment decisions of students enrolled for "personal interest." In the legislative debates over fees and differential fees for bachelor's degree holding students, the students enrolled for personal interest were often mentioned as a target group because of the "casual" nature of their attendance and commitment to an educational goal. Among this group, approximately 14% indicated that increased fees would prevent their re-enrollment next term, and about 31% indicated that they would be taking fewer units with increased fees. Thus it appears that increased fees are affecting this targeted group, however the "shotgun approach" to fees has also struck what probably was an unintended group; those students seeking skills upgrading and job training.

Income

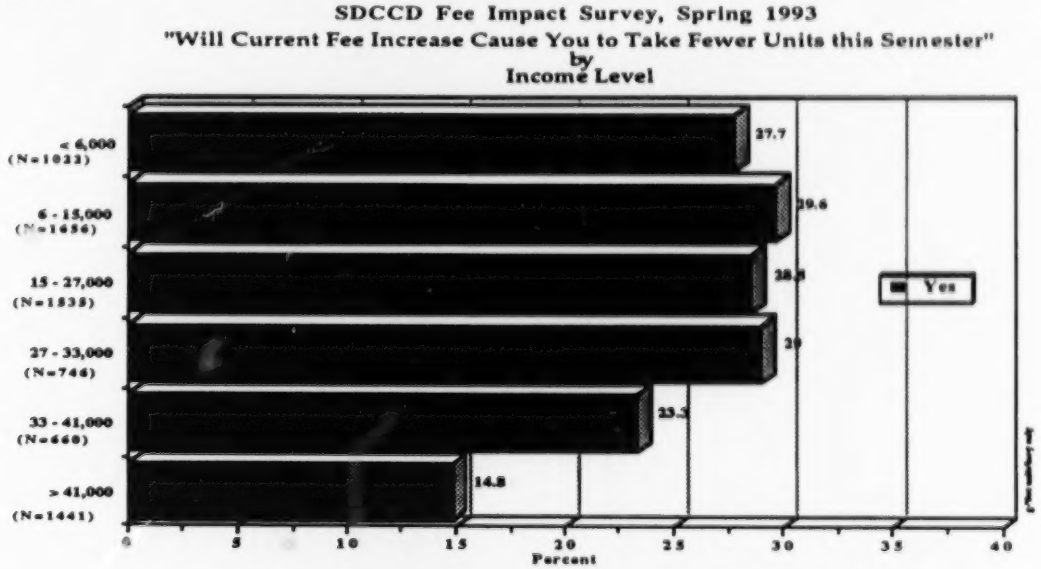
As might be expected, the household income of the respondent appears to be related to the impact of increased enrollment fees with poorer students disproportionately affected. Among students indicating a household income of less than $6,000, 17% responded that a fee increase would prevent their re-enrollment. Among those earning between $6,000 and $15,000 annually, approximately 13% indicated that they would not re-enroll if fees were increased. The corresponding response for students in the $27,000 to $30,000 income category was approximately 10%. By contrast, among those students indicating an annual household income of over $40,000, approximately 5% indicated that they would not re-enroll with an increased fee structure.

Figure 21



A similar pattern can be noted with respect to the responses to the question regarding anticipated unit reduction based on a fee increase as shown in Figure 17. Among students reporting a household income of $33,000 or less, approximately 28% indicated that a fee increase would cause them to take fewer units. However, among higher income students ($41,000 and above), approximately 15% reported that a fee increase would cause them to take fewer units.

Figure 22



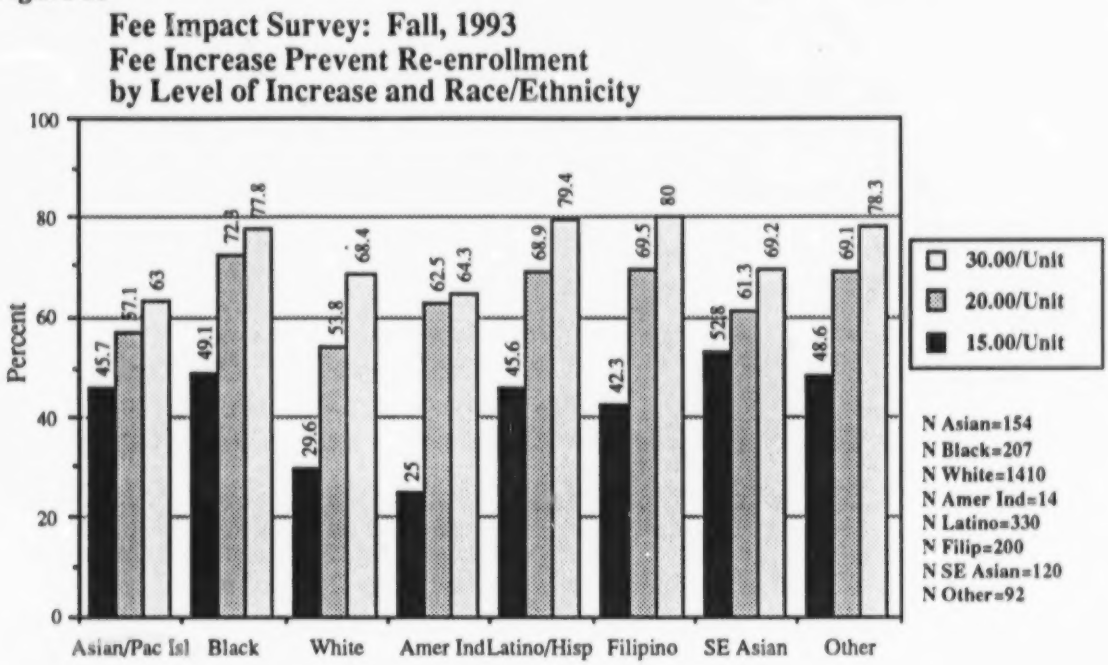
Concurrently Enrolled Students

Students were asked if they were concurrently enrolled in a senior institution. These responses were cross-tabulated with their responses to the re-enrollment and unit load questions. Concurrent enrollment does appear to be related to the decision to re-enroll in the SDCCD, but generally unrelated to the number of units a student intends to take. For example, among those students indicating that they were concurrently enrolled at either San Diego State University or the University of California, San Diego, approximately 18% responded that they would not re-enroll in one of the SDCCD colleges next term with a fee increase. By comparison, among those not concurrently enrolled, this drops to approximately 9%. In both cases, concurrent enrollment does not appear to be related to the decision to take fewer units under increased fees. Most concurrently enrolled students enroll for one or two classes generally to pick up courses not available or severely impacted at their institution, thus whether they return at all is perhaps a more important question.

Enrollment Plans by Level of Fee Increase

During the development of the survey instrument, the legislative debates were continuing regarding an additional fee increase for the fall, 1993, semester for community college students and the differential fee for the bachelor's degree students. In anticipation of the increase in student fees, new questions were added to the Fee Impact Survey sent to continuing students in the fall, 1993 registration mailer. Students were asked if fees of $15.00, $20.00, or $30.00 would prevent their re-enrollment next term. Figure 23 presents the responses to these questions broken out by racial and ethnic groupings. As suggested from the data analyzed from the spring, 1993 Fee Impact Survey, increases in fees appear to affect the educational plans of some groups more than others. Latino, Filipino, Southeast Asian, and Black students appear to be more negatively affected by the prospect of increased fees compared to White and Asian students. However, the data suggest that all groups are daunted by the prospect of an increase in fees to $30.00 per unit. Although it seems unlikely that 70-80% of students would not re-enroll if fees did increase to $30.00 per unit, these data suggest the chilling effects fees may be having on the educational plans and aspirations of students.

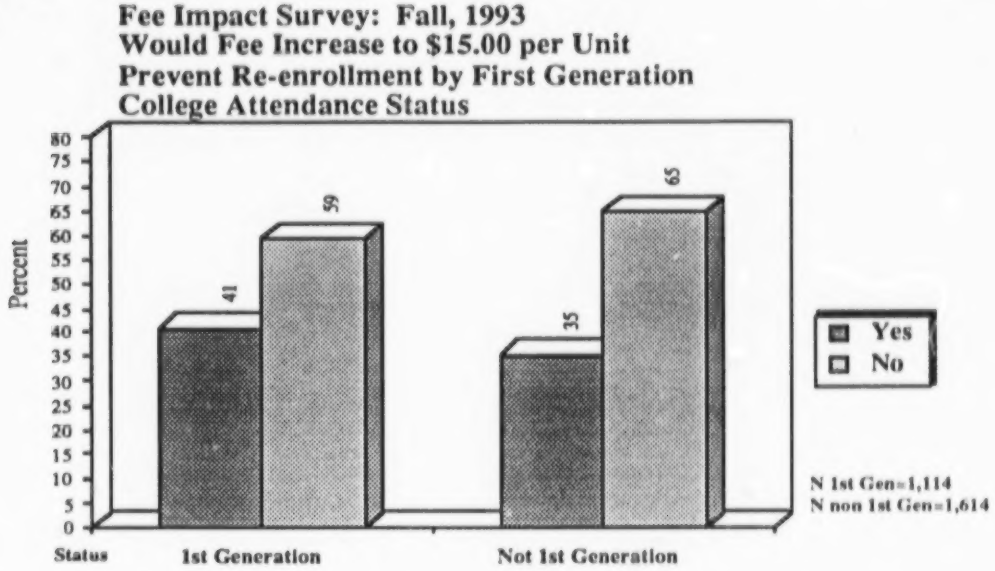
Figure 23



Effects on First Generation College Students

One argument advanced against the differential fees was the potential effects on first generation college students: those students who are the first in their families to have ever attended college. Often these students come from low income households and lack many of the advantages that come with having had parents or older siblings attend college such as advice, strategies, and emotional and financial support.

Figure 24



To test the potential effect of the increased fees on the attendance plans of first generation college students, students were asked to indicate if they were first-generation students in addition to the questions pertaining to anticipated plans if fees are again raised. Figure 24 below presents the responses to the hypothetical question of fee increase to $15.00 per unit. These data suggest that the first generation students are more adversely affected by the prospect of additional fee increases than are non-first generation college students. These differences were found to be statistically significant ($p<.01$). Data from the survey suggest also that many more of the first generation college students take advantage of financial aid assistance, thus mitigating somewhat the negative effects of the increased fees.

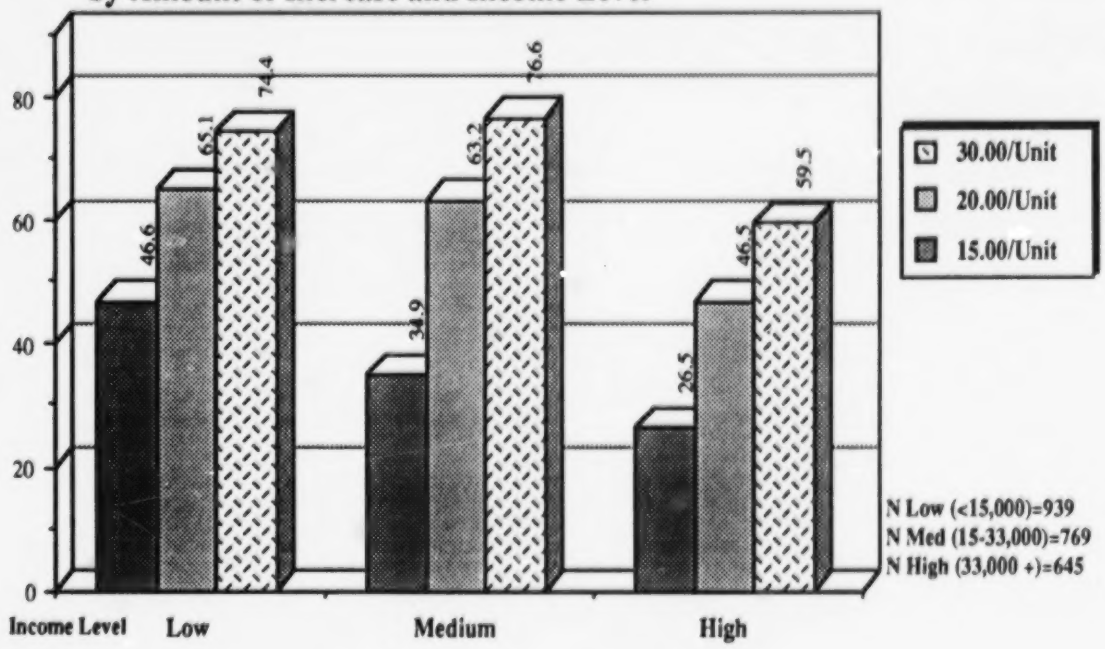
Income Level

When analyzed by income level, the findings again suggest the regressive effects of the fee increase. Figure 25 presents the percentage of students stating that they would not be able to return to the colleges if fees increased to $15.00, $20.00, or $30.00 per unit. In general, the lower the income level, the more likely a student is to respond that they would not be able to re-enroll. The pattern is evident across all three income categories.

Financial aid appears to cushion the impact of fees. Data from the survey suggest that financial aid tends to mitigate the negative effects of anticipated fee increases. This was generally found for the lower income level students who stated they were receiving financial aid.

Figure 25

Fee Impact Survey: Fall, 1993
Would Fee Increase Prevent Re-Enrollment
by Amount of Increase and Income Level



Summary

Increased fees will continue to negatively affect the attendance and enrollment plans of the SDCCD college students. Comparing data from the spring, 1992 term with spring, 1993 show a decline districtwide in enrollment of approximately 8%. This is generally consistent with the findings of other large, multi-campus districts such as the Los Angeles Community College District who reported a decline of approximately 8% in enrollment, and a 6% decline in WSCH.[7] The ECC college program showed the greatest decline with over 18% fewer students enrolling as of first census. City College was next with just over 11% enrollment decline, followed by Mesa at 10%. Only Miramar College showed an enrollment increase with an improvement of

[7]Chen, May K.C. (July 1993). *Into the downward spiral: The impact of fee increases and course reductions on LACCD enrollment and resources.* Educational Services Division; Los Angeles Community College District Office of Research and Planning

approximately 7%. As might be expected by the enrollment drop, WSCH has also been negatively affected. Districtwide, First Census WSCH declined approximately 5% (excluding positive attendance and short-term classes) between spring, 1992 and spring, 1993. Again, this is consistent with data from other large urban multi-campus districts. City College showed the largest decline at approximately 6%, Mesa College followed with approximately a 5.5% decline, and Miramar College experienced a drop of approximately 1.7%. City College may have been most negatively affected by the fee increases due to the relatively higher percentages of low income students attending that college. Data from the Fee Impact Survey indicate that approximately 59% of the City College students fell into the lower income category (less than $15,000 annually), compared to 36% at Mesa College, and 26% at Miramar College. These data suggest that the fee increases are regressive and may most negatively impact institutions with a higher proportion of lower income students.

As this report is going to press, the governor's 1993-1994 budget passed by the legislature included new fee hikes for community college students of $13.00 per unit and keeping the differential fee of $50.00 per unit for the bachelor's degree student. This fee increase is already being felt here in the SDCCD. Compared with similar enrollment periods from this year to last, enrollment is down districtwide approximately 11%.

As the legislation intended, the negative impact of the differential fee for students with the bachelor's degree is particularly evident. Enrollment of these students dropped by one-half from the spring, 1992 semester. Even though the policy intended to discourage the enrollment of students with advanced degrees in avocational or personal interest courses, ironically, the students enrolling for personal or avocational reasons seem less affected by the fee increases than those enrolling for career or retraining purposes. This finding is consistent with similar data from other large multi-campus districts.

Although probably not intended, but seemingly inevitable, the data also demonstrate that the fee increase is regressive. Enrollment fees disproportionately affect the enrollment plans and intentions of low income students. According to two semesters of data from the Fee Impact Survey, lower income students consistently indicate that the likelihood of re enrollment if fees are increased again is lower than higher income students. Another unintended target appears to

be the student enrolled for vocational or career related reasons. Students reporting this goal state that they are less likely to re-enroll, and will likely enroll in fewer units next term as a result of this or future fee increases.

The analyses presented in this report attempt to illustrate the impact of increased fees on enrollment in the SDCCD colleges. These findings may be useful to district, college, and student leaders for planning, policy analysis, and advocacy. Additionally, data from the Fee Impact Survey may help to better illuminate public policy discussions and decisions regarding the purposes and intents of students who come to the colleges, regardless of their prior educational attainment. Through the efforts of this office and community college institutional research offices from across the state we seek to replace "public policy by anecdote" with evidence that can better inform efforts to improve educational services in the SDCCD colleges and throughout the state. Given recent economic changes and the educational and training challenges of the years ahead, we should do no less.

APPENDIX

FEE IMPACT SURVEY INSTRMENTS USED IN SPRING AND FALL, 1993

STUDENT SURVEY -PLEASE COMPLETE

We want your opinions about the possible impact of fees on your educational plans and goals. Please help us by taking a minute to answer the following questions. **If you are not re-enrolling this term, please complete questions 1 through 9 and send to us in the registration mailer return envelope.** Your input is important. **Be assured that individual survey responses will be confidential.** Thank You

1. If you are not re-enrolling this term, please indicate why.

☐	Job	☐	Child Care or Family Responsibilities
☐	Completed my Educational Goal	☐	Personal
☐	Fee increase to $10.00 /unit	☐	Fee increase to $50.00 /unit (BA/BS holders)

2. Which best describes your ethnicity?

☐	Asian	☐	African-American	☐	Anglo-American
☐	Pacific Islander	☐	Latino/Hispanic	☐	Filipino
☐	Other				

3. Gender

☐ Male ☐ Female

4. Age

☐	Below 18	☐	31-40
☐	18-21	☐	41 -50
☐	22-25	☐	51 and above
☐	26-30		

5. Please indicate your educational goal

☐	Transfer without Assoc. Deg.	☐	Transfer with Assoc. Deg.
☐	Assoc. Deg without transfer	☐	Vocational Deg. without transfer
☐	Transfer with Vocational Deg.	☐	Prepare/Advance in Career
☐	Certificate	☐	Discover interests
☐	Skill Development	☐	Undecided

6. When did you first enroll at this college

Fall_____ 19____
Spring____ 19____
Summer____ 19_____

7. How many units have you completed **either here or at any other college** prior to this term? ☐☐☐

8. Please provide your Social Security number ☐☐☐-☐☐-☐☐☐☐ (for tracking purposes only)

9. What is your residential zip code? _ _ _ _ _

10. How many units will you register for this term?_____

Appendix-Fee Impact Survey, Spring, 1993

11. Please indicate highest degree you have earned.

- ☐ None
- ☐ High School Diploma
- ☐ High School Proficiency/GED
- ☐ AA/AS Degree
- ☐ Technical
- ☐ Certificate
- ☐ BA/BS Degree
- ☐ MA/MS Degree or higher
- ☐ Foreign Diploma

12. Will the current fee increase **prevent** you from re-enrolling at this college in Spring, 1994?

☐ Yes ☐ No

13. The state has proposed increases in fees for next term.

Would a fee of $15.00 per unit prevent you from re-enrolling next term? ☐ Yes ☐ No

Would a fee of $20.00 per unit prevent you from re-enrolling next term? ☐ Yes ☐ No

Would a fee of $30.00 per unit prevent you from re-enrolling next term? ☐ Yes ☐ No

14. Will a fee increase cause you to take fewer units?

☐ Yes If so, how many fewer?_____ ☐ No

15. Are you currently receiving financial aid?

☐ Yes ☐ No

15. Please estimate your annual family income. (including financial aid if applicable)

- ☐ 0 to $5,999
- ☐ $6,000 to $14,999
- ☐ $15,000 to $26,999
- ☐ $27,00 to $32,999
- ☐ $33,000 to $40,999
- ☐ $41,000 and above

16. Please estimate how much you spend on books and supplies each term.

- ☐ less than $25.00
- ☐ $25.00 to $49.00
- ☐ $50.00 to $99.00
- ☐ $100.00 to $149.00
- ☐ $150.00 to $299.00
- ☐ $300.00 and above

17. What will you be doing next term?

- ☐ Continuing at this college
- ☐ Transferring to another community college
- ☐ Temporary leave, but will return
- ☐ Continuing at a 4 year college
- ☐ Will have completed my educational goal
- ☐ Uncertain at this time

18. Are you currently enrolled at a four year institution? If so, please indicate which

☐ SDSU ☐ UCSD ☐ USD ☐ National ☐ Other

19. Please indicate which college you are enrolled in: (mark all that apply)

☐ City ☐ M☐ ☐ Miramar ☐ ECC

STUDENT SURVEY -PLEASE COMPLETE

We want your opinions about the possible impact of fees on your educational plans and goals. Please help us by taking a minute to answer the following questions. **If you are not re-enrolling this term, please complete questions 1 through 9 and send to us in the registration mailer return envelope.** Your input will be communicated to your state legislators. **Be assured that individual survey responses will be confidential.** Thank You

1. If you are not re-enrolling this term, please indicate why.

☐ Job
☐ Completed my Educational Goal
☐ Fee increase
☐ Child Care or Family Responsibilities
☐ Personal

2. Which best describes your race or ethnicity?

☐ Asian/Pacific Islander
☐ American Indian
☐ Southeast Asian (Vietnamese, Laotian, Cambodian)
☐ Black
☐ Latino/Hispanic
☐ White
☐ Filipino
☐ Other

3. Gender

☐ Male
☐ Female

4. Age

☐ Below 18
☐ 18-21
☐ 22-25
☐ 26-30
☐ 31-40
☐ 41 -50
☐ 51 and above

5. Please indicate your educational goal

☐ Transfer without Assoc. Deg.
☐ Assoc. Deg without transfer
☐ Transfer with Vocational Deg.
☐ Certificate
☐ Skill Development
☐ Transfer with Assoc. Deg.
☐ Vocational Deg. without transfer
☐ Prepare/Advance in Career
☐ Discover interests
☐ Undecided

6. How many units have you completed **either here or at any other college** prior to this term? ☐☐☐

7. Please provide your Social Security number ☐☐☐-☐☐-☐☐☐☐ (for tracking purposes only)

8. How many units will you register for this term?_____

9. Please indicate highest degree you have earned.

- ☐ None
- ☐ High School Diploma
- ☐ High School Proficiency/GED
- ☐ AA/AS Degree
- ☐ Technical
- ☐ Certificate
- ☐ BA/BS Degree
- ☐ MA/MS Degree or higher
- ☐ Foreign Diploma

10. Are you the first generation of your family to attend college? (i.e., your parents, grandparents, or great-grandparents have **not** attended college.)

☐ Yes ☐ No

11. What is the highest degree earned by your mother?

- ☐ None
- ☐ High School Diploma
- ☐ High School Proficiency/GED
- ☐ AA/AS Degree
- ☐ Technical Certificate
- ☐ BA/BS Degree
- ☐ MA/MS Degree or higher
- ☐ Foreign high school diploma

12. What is the highest degree earned by your father?

- ☐ None
- ☐ High School Diploma
- ☐ High School Proficiency/GED
- ☐ AA/AS Degree
- ☐ Technical Certificate
- ☐ BA/BS Degree
- ☐ MA/MS Degree or higher
- ☐ Foreign high school diploma

13. The state has proposed increases in fees.

Would a fee of $15.00 per unit prevent you from re-enrolling ? ☐ Yes ☐ No

Would a fee of $20.00 per unit prevent you from re-enrolling ? ☐ Yes ☐ No

Would a fee of $30.00 per unit prevent you from re-enrolling ? ☐ Yes ☐ No

14. Will a fee increase cause you to take fewer units?

☐ Yes If so, how many fewer?_____ ☐ No

15. Are you currently receiving financial aid?

☐ Yes ☐ No

16. Please estimate your annual family income. (including financial aid if applicable)

☐ 0 to $5,999
☐ $6,000 to $14,999
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☐ $41,000 and above

17. When did you first enroll at this college

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18. What will you be doing next term?

☐ Continuing at this college
☐ Transferring to another community college
☐ Temporary leave, but will return
☐ Continuing at a 4 year college
☐ Will have completed my educational goal
☐ Uncertain at this time

19. Are you currently enrolled at a four year institution? If so, please indicate which

☐ SDSU ☐ UCSD ☐ USD ☐ National ☐ Other

20. Please indicate which college you are enrolled in: (mark all that apply)

☐ City ☐ Mesa ☐ Miramar ☐ ECC